



ASSESSMENT POLICY

Last Review:	September 2018
Committee:	Learning
Date Ratified:	22 October 2020
Next Review:	January 2021

This policy should be read in conjunction with the School policies for Marking and Written Feedback and Home Learning. This policy reflects current practice and will be updated before September 2020 and is relating to summative and formative assessment.

Rationale

Regular and effective assessment is integral to good teaching and learning. It forms the basis for the learning cycle allowing modifications to lesson design, teacher support and the possible initiation of intervention to ensure all students are making good progress. This level of assessment is for tracking, monitoring and intervention purposes and should be used at class, departmental and whole school level.

This policy will set out the school guidelines which will, in turn, feed into departmental and Learning Area procedures.

Aims

- To assess understanding and prior knowledge
- To assess the effectiveness of teaching and learning
- To track student progress
- To provide the mechanism for assessing students for subject and generic intervention
- To provide students with an accurate indication of current attainment

Frequency

Students will have a formal levelled or graded assessment, dependant on their year group, at least 3 times per year in all subjects. This may be derived from a formal test or written piece of work which will be marked in accordance with pathway or grade descriptors and the marking and written feedback policy.

Reporting home of assessment grades will be as GCSE grades for Year 9, 10 and 11, a pathway for Year 7 and 8 which will indicate whether they are working at, above or below the level of students on the same pathway.

Recording

Consistent recordkeeping by all teachers allows the effective monitoring of student progress. All marked work should be recorded in accordance with the departmental policies.

Heads of Subject and Leaders of Learning are expected to keep departmental records in order that they can effectively track and monitor attainment and progress. Formal reporting of attainment should be reported centrally 3 times a year for Year 7, 10 and 11 and four times per year for Years 8 and 9. All students will receive reports home at least 4 times per year which contain attitude to learning and homework scores.

Target Setting

Students in Year 9 to 11 are given a student target, these are based on FFT 20 targets that are adapted by subject leads to help students achieve their best and these are shared with teachers, students and parents. Internally, school leaders are held accountable to students achieving FFT20 targets and internal monitoring of the school data assesses students against these aspirational targets.

In Year 7 and 8 students are placed on pathways. These pathways are based on KS2 performance and internal assessments taken during the first term. Students are expected to make progress in line with others on the same pathway and reports home will indicate this.

Monitoring

Assessment will be monitored, via mark books, by the Leaders of Learning and SLT as part of the calendared work scrutiny.