



## ASSESSMENT POLICY

Last Review:	September 2016
Committee:	Learning
Date Ratified:	6 <sup>th</sup> October 2016
Next Review:	September 2018

*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 2018 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 5 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 level or grade descriptors and the marking and written feedback policy.

Reporting home of assessment grades will be as GCSE grades for Year 10 and 11 (A\* to G or 1-9 dependant on subject), a KS3 Level for Year 8 and 9 (2016) and above, below or at target grade for Year 7 (2016).

### Recording

Consistent record keeping 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 LOL's 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 5 times per year via SIMs.

### Target Setting

Students in Year 8 to 11 (from 2016) are given individual targets set using KS2 results. Students with Lower attainment on entry are expected to make 3LP and Middle and Upper ability students 4LP (or equivalent when transferred to new GCSE grades). Students in Year 7 (starting 2016) will be set the target of making progress in line with others of a similar ability based on the KS2 standardised scores. Targets are set centrally. Students (in year 8 to 11) are given an end of year target and an end of Key

Stage target. Students in Year 7 will be told if they are achieving on target, above target or below target at every reporting deadline.

### **Monitoring**

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