

ASSESSMENT POLICY

|  |  |
| --- | --- |
| Reference this policy is aligned to with LCC | **n/a** |
| Agreed with Support Staff Trade Unions | **n/a** |
| Adopted by the Governing Body |  |
| Next Review Due | **Sep 2022** |
| Agreed with Teacher Trade Unions and Professional Associations | **n/a** |

### Rationale

The function of assessment is to ensure that every student is working to their full potential, to appreciate and recognise progress, to identify underachievement and to respond and plan accordingly, and to promote the quality of teaching and learning. We recognise the potential of teacher assessment, self assessment, and peer assessment through positive and constructive feedback in enabling a student to make progress with a timely and considered response to marking and feedback.

### Purpose

Assessment should

* Be regular and worthwhile
* Involve the student
* Be based on clear criteria that is shared with the students
* Identify both strengths and weaknesses
* Help both students and teachers identify the next stage in learning
* Be personalised and differentiated to individual needs
* Ensure that each student’s potential is realised
* Be consistent within subject areas
* Cover the main aspects of learning
* Be moderated and standardised within departments
* Provide information on the progress of each student in order to produce a report for parents
* Record a combination of next steps, grades, and effort

### Guidelines

The main aim of the assessment process must be to facilitate progress in a student’s learning. Assessment is an integral part of the teaching and learning process. It is a valuable formative and summative tool.

Effective assessment:

* provides a statement of current attainment
* provides a record of progress
* provides an acknowledgement of achievement and the setting of targets for improvement
* provides information on the effectiveness of the teaching methods employed and the current scheme of work
* informs grades and levels for data windows

### Type of assessment

A student’s work can be assessed in many ways. The method used will be appropriate to the task, the student, the stage of learning and the purpose of assessment.

The following types of assessment are used:

* Diagnostic marking of class work and homework
* End of topic assignment
* Tests
* Timed set pieces
* Student self-assessment
* Peer assessment
* Verbal assessment through oral feedback
* Practical assessment
* Written assessment

Each department has its own detailed assessment documentation in line with the school’s assessment policy.

The outcomes of assessment should modify teaching methods, provide feedback on the national curriculum as well as indicate student progress. All students undertake a variety of tests (e.g. KS3 standardised tests and NFER-Nelson in English). Teachers set targets based on the available data.

### Recording & reporting

Results of assessments are reported in a way useful for pupils, teachers, parents and other stakeholders. Students should be made aware of the evidence and assessment techniques being used and guided to review their own progress by procedures that develop self-assessment.

### Marking

There is a whole school marking policy that is fully understood by all staff and on which each subject marking policy is based. Departments devise their own recording system which all teachers within the department follow. Each Department should:

* Compare the performance of students from different classes on common activities
* Look at individual student performance against the data available for each individual
* Ensure core assessment tasks are moderated to ensure standards are consistent

At the end of each piece of marked work should be

* WWW (What went well) IN PINK – where the student has succeeded based on the assessment criteria
* EBI (Even better if) IN PINK – next steps to enable the student to improve based on the assessment criteria. This should form a question or task for the student to respond to
* A student response IN GREEN enabling the student to attempt the skill or knowledge not managed the first time.

The whole school literacy code should also be used, as relevant. A copy is to be glued in the front of every exercise book.

A record of verbal feedback given can be shown with the personalised stamps.