

Assessment Policy

Approved by RET Board

Approved on January 2016

SLT contact Headteacher

Revision due Every 2 years



1. Rationale

- a. A whole school approach to assessing students' work is necessary to ensure consistency in the frequency and quality of assessment, and to guarantee individual student progress and achievement.
- b. Assessment is integral to all aspects of teaching and learning at this school. Effective assessment is used to improve student motivation, monitor progress, evaluate the learning experience, improve planning and differentiation, diagnose difficulty and identify progression as part of a continuous cycle.
- c. *Formative assessments* (for learning) occur day by day and lesson by lesson. They include verbal feedback and assessment of knowledge through plenaries in lessons.
Summative assessments establish the overall attainment of a student over a set period of time. They are often supported by testing but also by synthesis of a range of formative assessments.
- d. As professionals we are accountable for the progress of students.
 1. Effective assessment for learning (*formative assessment*) will:
 - Be based on a specific, clear learning agenda, which is referred to by the teacher.
 - Provide opportunities for students to reflect on their progress through written or oral dialogue with their teacher which sets clear targets for improvement.
 - Use realistic model pieces of work that exemplify expectations and outcomes
 - Include differentiated and targeted oral and written feedback as well as marks or grades.
 - Give specific advice regarding methods for improving work
 2. *Summative assessment* will:
 - Monitor individual, group and cohort performance over time, assisting in the evaluation of school performance against national expectations
 - Inform target setting by providing an evaluation of individuals or groups against prior attainment.

2. Policy

- a. In accordance with the education act 1996 and its various sub-sections, this school will ensure:
 1. The publication of students' results in public examinations and the school and national results for core subjects in National Curriculum assessments at ages 14 and 16. The information will be made available to the school's governing body and the Secretary of State and will be published in the school prospectus and the annual report of the governing body.
 2. The assessment of students in National Curriculum subjects at the end of each Key Stage.
 3. The keeping of records for every student including material concerning academic achievements, other skills and abilities and general progress in school. These will be updated annually. Assessment information will be transferred when a student changes school.
 4. A written report will be provided annually to parents. Attendance, National Curriculum assessments, public examination results and other curriculum assessments will be included.

3. Practice

- a. Summative assessments will be:
 1. In the form of a National Curriculum level or a GCSE grade.
 2. Compared with target levels/grades and prior attainment to inform future learning and teaching.
 3. Collected half termly
 4. Based on National Curriculum or GCSE level descriptors for specific subjects.
 5. National Curriculum levels will be divided into three sub levels, 'c' being lowest, 'b' being mid grade and 'a' being the top of a level.
- b. Formative assessment will:
 1. Assess an individual outcome.
 2. Be based on clear objectives.
 3. Be pupil centred, describing what a student can do and how to improve.
 4. Be oral or written.
 5. Describe to the student how learning can be advanced or developed.

Assessment Policy

Approved by RET Board

Approved on January 2016

SLT contact Headteacher

Revision due Every 2 years



6. Take place in most lessons for most students.
 7. Written feedback should consist of a two to three line comment identifying a positive aspect of the work, then giving a student one or two targets which will help improve their next piece of work.
- c. Students involvement in assessment
1. Self-assessment will help students develop independence and a clearer understanding of tasks, topics and skills.
 2. Peer assessment will have similar effects and will encourage conversation and consideration of assessment objectives.
 3. Opportunities for self/peer assessment should be integrated into schemes of work at least once every half term.
- d. Standardisation
1. In order to ensure that assessments are accurate and consistent, subject areas will engage in standardisation procedures where samples of exercise books, folders or coursework are taken and compared. Feedback can then be shared in departmental meetings or subject workshops. Nominated staff will attend national GCSE standardisation meetings as appropriate for examination boards.
- e. Using Assessment Data
1. Data will be used to:
 - Monitor half termly progression against minimum target grades.
 - Monitor individual student progress against prior attainment at Key Stage 2 and Key Stage 3.
 - Monitor the value added progression of students between Key Stages 2 and 3, 3 and 4 and 2 and 4.
 - Set minimum target grades for every student
 - Set statutory targets for Year 8 and Year 10 students.
 - Analyse Year 9 and 11 cohort performance against national and local figures.

4. Roles and Responsibilities

- a. Leadership Group
1. Designated members of the leadership group are responsible for:
 2. Arrangements for national tests, examinations and teacher assessments.
 3. Arrangements for school based assessments e.g. CATs, YELLIS
 4. Advising subject leaders on effective approaches to assessment in different subjects.
 5. Advising on the collection and annotation of work.
 6. Monitoring assessment procedures.
 7. Analysing year group, subject and whole school data.
- b. Subject Leaders are responsible for:
1. Monitoring assessment practices and marking.
 2. Analysing student responses to internal exams and GCSE examination questions.
 3. Setting up portfolios of exemplar work.
 4. Overseeing standardisation procedures within subject areas.
 5. Ensuring subject teachers keep up to date records of prior assessment, minimum target grades and current assessment.
 6. Evaluating base line data and national assessments for use as a basis of target setting and development planning to raise student attainment.
 7. Advising members of subject teams on assessment practice.