



Assessment Policy

RATIONALE

Assessment is integral to effective learning and teaching and requires the active involvement of students, teachers, parents and other interested parties. It should provide information which meets all statutory/curriculum requirements in a way which is manageable for all those involved in the process.

Aims:

- to promote Assessment for Learning
- to raise standards of student achievement
- to provide feedback to students about their learning
- to emphasise positive achievements and identify future learning needs in order to improve students' motivation and self-esteem.
- to help students appreciate, and take greater responsibility for, the next steps in their learning, thereby increasing their participation in the education process
- to make assessment an integral part of the learning and teaching process so that each enriches and informs the other.
- to assess each student's achievements and attainments fairly and validly over an appropriate period of time.
- to build up a body of evidence which identifies the achievement of each student and enables this to be communicated to other staff, parents and outside agencies as appropriate.
- to involve parents as much as possible in the assessment process, most significantly to provide parents with detailed accurate and up to date information about the progress of their children
- to provide evidence for college and subject self-evaluation, and so that comparisons can be made with other schools and between subjects and subject groups.

PRINCIPLES

The assessment and recording of achievement should actively involve students at all stages. This means that:

- the criteria for judging their achievements should be made clear to, and understood by, the students
- students should be aware of the standards they are aiming for
- students should be provided with regular feedback, both oral and written, which describes their attainment in relation to agreed criteria and standards
- students should be involved in assessing their own achievement as well as the achievement of their peers
- students should participate in deciding their future learning targets
- students should be involved in recording and monitoring their own progress
- students should know how their work can be improved.

Teacher assessment is based on their judgement of the evidence of students' achievements, acquired through a variety of methods, which is then used to support and foster student learning. This means that:

- it informs future learning, facilitates continuity and progression, and enables differentiation
- it provides feedback which leads to students recognising their next steps and how to take them
- teaching is evaluated and adjusted taking account of the results of assessment.
- it is an integral part of the learning and teaching process.
- the method/technique used to gather the evidence is appropriate to its purpose, and is valid and reliable.
- it is criterion referenced.
- it allows for unexpected outcomes that demonstrate achievement.
- it meets all statutory/curricular requirements, providing a basis for summative reporting.
- it is consistent and standardised within departments.

Achievement should be acknowledged wherever it occurs within or outside the curriculum. This means that:

- academic success achieved through activities within the wider curriculum are recognised and recorded
- a student's social and personal achievements are recognised and recorded.

Assessment for Learning

Assessment for Learning is 'a process, one in which information about learning is evoked and then used to modify the teaching and learning activities in which teachers and students are engaged'. *Black et al (2003)*. A specific focus on AFL will encourage students to be more engaged in their learning and lead them to becoming more independent learners. In addition, the emphasis on formative assessment brings into focus classroom practice and what we believe is effective learning as well as promoting a more collaborative approach with a strong emphasis on analysis and discussion.

IMPLICATIONS

- Teachers should ensure that they share the learning objectives and success criteria with their students. Students should understand the goals they are pursuing and the criteria that will be applied in assessing their work.
- Teachers should employ a range of strategies that ensure effective questioning and that all students are actively engaged in the process. Questions should be framed in a way which enables students to extend their thinking and learning.
- In providing feedback teachers should identify what has been done well and what still needs improvement, and give guidance on how to make that improvement. The feedback should relate to the lesson objectives and success criteria. There should be opportunities for students to reflect on the comments and for the comments to be followed up.
- Teachers should train students in and provide opportunities for peer and self assessment so that reflection, discussion, modification and improvement are a natural part of the learning process. Students should take greater responsibility for their learning and must understand their learning goals in order to assess what they need to do to reach them.

ADOPTED BY THE GOVERNORS ON: **May 2010**

POLICY REVIEW DATE: **May 2012**