

ASSESSMENT POLICY

As a school, we aim to deliver the highest of academic standards, to develop confidence in every student, to continue to develop a love for learning and to help each child achieve to their maximum ability.

Assessment is an important part of the educational process. Our Assessment Policy is designed in line with our academic aims as outlined above, and being mindful of best practice contained in the DCSF document Every Child Matters:

SUMMATIVE ASSESSMENT

Attainment Grades

Formal assessments are held three times per year for Years 7-10, usually 2 weeks before the subject report is due. In the autumn and spring terms these are held in class and in the summer term pupils are taken off timetable for formal exams. Formal assessment weeks are preceded by a week where revision homework only is set. It is expected that departments will also allow pupils to revise in class during the preceding week so that revision technique can be observed and feedback given.

Summative attainment grades are awarded to all students once per term as part of the reporting process.

The grades given on reports following exams are based on the grade achieved in the respective exam. This will equate to 'current working levels'.

Effort Grades

Effort grades for all pupils are as follows:

- 1 Outstanding
- 2 Good
- 3 Average
- 4 Satisfactory
- 5 Inadequate

Effort grades are judged on the following criteria:

- Punctual to lessons
- Attentive when teacher is talking
- Works well with peers
- Stays on task
- Work completed to best of ability
- Willing to participate in teacher-led discussions
- Asks questions if in difficulty
- Polite
- Behaves well
- Brings all necessary equipment to lessons

- Acts on the teacher's advice and feedback
- Completes homework to the best of ability
- Completes homework on time
- Revises thoroughly for tests and assessments
- Evidence of independent study

Target Grades and Tracking

In Years 7-9 pupils' performance is measured against their predicted grades which are populated from performance data and baseline data from KS2. As well as tracking individual performance this information is used to analyse the performance of departments, classes, the whole school, gifted and talented students, SEND students and different ability tranches.

In KS3 and KS4 all pupils work towards an individual target grade. These are determined using prior data and previous performance in the subject. The overall value added for any cohort in any subject must be at least +0.0 per pupil. The target grades are reported to parents and are used for tracking individual performance.

Poor Effort Grades and/or underachievement

Where students receive a report showing a poor level of effort* and/or a low level of achievement in relation to ability, supportive and/or disciplinary interventions are triggered. A formal meeting following each report is held involving the Head Teacher and their professional judgement is crucial in identifying students in need of intervention and the best type of intervention for each individual.

**In Years 7-11 students with 3 or more "More Effort Required" grades are considered.*

All students review their reports and set targets with their tutor. Those showing significant underachievement are supported via mentoring/coaching.

FORMATIVE ASSESSMENT

All teachers are expected:

- to mark pupils' work regularly (see Marking Policy)
- to give both positive reinforcement and to set targets
- to ensure that weaker students are given positive feedback
- to ensure that pupils understand how their work is assessed (i.e. the teaching of criteria)
- to ensure that praise and criticism are task-centred

Subject Leads are expected to keep abreast of recent teaching theory and trends and to implement effective formative assessment initiatives in their department. The following practices should be considered:

- Examples of good work available to students (either general or specific to a particular task)
- Peer-assessment, self-marking and spoof-assessment as methods for familiarising students with marking criteria
- Use of written feedback without grades
- Setting up of opportunities for teacher/pupil dialogue
- Methods of ensuring that students read, understand and act upon the feedback given e.g. Directed Improvement and Reflection Time (DIRT), tracking of targets
- Ensuring that students have the opportunity to act on feedback given through programmes of study that allow re-drafting and the opportunity to do further tasks using the same subject skills or the same subject knowledge.
- Ensuring that there is evidence of progression as a result of target setting

