



Assessment Policy and Marking Guidance

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Rationale

- 1 Assessment is integral to teaching and is vital in promoting learning. Subject areas and teachers will develop a wide range of assessment strategies to promote good outcomes for students.
- 2 This policy outlines the school's ethos in relation to assessment and outlines how variety in practice is used to assess knowledge, understanding and skills to identify gaps and misconceptions in enabling students of all abilities to succeed.
- 3 Assessment and marking are undertaken to:
 - support educational progress through constructive feedback
 - encourage students to take responsibility for their progress and advance their engagement with their learning
 - inform students and their parents/carers of how they are doing and how they can improve
 - allow teachers to support their students appropriately
 - allow school leaders to plan well-informed additional intervention plans within and beyond the classroom to support teachers and students

Principle and Practice

- 4 Assessments should:
 - give relevant information about pupils' knowledge, understanding and skills;
 - help students to know and understand what they can do to improve and the pupil can apply the information gained to their own learning;
 - help the teacher to plan future lessons, extension work or programmes of study and improve, adapt or target their teaching accordingly.
- 5 Assessment takes place in a variety of ways in accordance with teachers':
 - subject knowledge and expertise;
 - knowledge of the needs of their students;
 - judgements of the specific demands of the work;
 - planned learning aims, desired outcomes
 - work life balance
- 6 Students will be given a variety of experiences and challenges, such as appropriately targeted 'question and answer' sessions or tasks which allows them to demonstrate their learning in a variety of ways. They will be expected to consolidate their learning with appropriate independent study.
- 7 Teachers will tailor assessments to the needs of students so that all, including the most able, are set challenging goals. All students will be set work that deepens their knowledge, understanding and skills, rather than simply undertaking more work of the same difficulty or moving on too quickly to other content.
- 8 Marking forms one aspect of assessment and should be meaningful, manageable and motivating. It will be used in accordance with the teacher's judgement alongside other assessment practices. It should help to advance the student's learning and outcomes.
- 9 Assessment must be inclusive of all abilities. Teachers should use techniques that enable them to articulate the progress of all students, including low attaining students and those with special educational needs (SEN) and disabilities in ways appropriate to the individual.

- 10 High expectations apply equally to students with SEN and disabilities as to all other students and account should be given for the amount of effort the student puts in as well as the outcomes achieved.

Form and Purpose of Assessment

- 11 There are three main forms of assessment: in-school formative assessment, in-school summative assessment, and nationally standardised summative assessment.
- 12 **Formative assessment** is used by teachers to evaluate students' knowledge, understanding and skills on a continuous basis and to tailor teaching accordingly. Such strategies also:
- help students to measure their knowledge and understanding against learning objectives and wider outcomes
 - allow students to identify where they need to target their efforts to improve;
 - allow teachers and school leaders to effectively report to parents where their child's strengths and weaknesses lie and what they need to do to improve.
- 13 **Summative assessments** enable teachers to evaluate learning at the end of a unit of study or teaching period. Summative assessments may include resourced projects, research tasks, end of topic or unit tests, end of year exams and reviews for students with SEN and disabilities. Summative assessments:
- provide students with information about how well they have learned and understood a topic or course of work taught over a period of time
 - provide feedback to students on how they can continue to improve
 - enable teachers to compare and evaluate individual outcomes with and against whole class outcomes in order to plan for subsequent teaching and learning;
 - provide further information for reports from teachers and school leaders to parents.

Marking Guidance

- 14 Marking is a professional matter managed by the teacher and is just one aspect of assessment undertaken to support students.
- 15 Marking should be meaningful, manageable and motivating and used according to the teacher's judgement alongside other assessment practices, which include:
- giving live feedback to students at whole class and individual levels;
 - modelling good responses to learning tasks;
 - pointing out pit-falls and identifying essential elements and structures in work;
 - guiding, encouraging and challenging students in real-time discussions;
 - answering questions, mediating and differentiating through teaching strategies and learning resources.
- 16 There are other interventions which teachers make routinely through their teaching:
- plan lessons and design resources to match the demands of the work and the learning needs of their students.
 - write motivational or critical comments on work and in reports to parents.
 - comment on effort, application, attainment and progress.
 - provide one-to-one support, for example, to students who may have missed lessons
 - provide various enrichment opportunities according to need and capacity.
 - apply sanctions according to their professional judgment and the circumstances in the context of the school's behaviour policy.

- 17 Marking will vary greatly not just from subject-to-subject but also from teacher-to-teacher and from lesson-to-lesson. The teacher will determine what work will be marked. It is for the teacher to manage their time in relation to marking. The number of students taught by individual teachers will differ as will the marking demands.
- 18 Marking of pupils' writing or similar work should help to motivate pupils. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

Data Collection and Use

- 19 The majority of information gained by teachers will be shared with students to aid their understanding of what they need to do to progress. Summative information will be collected at school level and shared with parents in a timely fashion. Parents should be able to see the link between the school's curriculum and the information they receive about their child's attainment and progress. Discussions with teachers should provide further information for parents about what their child knows and understands and should help to clarify how they, as parents, can support their child's continued progression.
- 20 School leaders will use assessment data generated by teachers to initiate appropriate interventions where necessary, identifying and prioritising individual students for additional support.
- 21 Sharing information through the school's data capture routines will help inform school leaders, pastoral staff and others responsible for interventions additional to those managed by class and subject teachers, and will enable them to engage in informed dialogue with selected students as necessary.

Continuing Professional Development (CPD)

- 22 Through CPD the school will seek to ensure that all teachers and school leaders are kept up-to-date with developments in assessment practice. It will provide opportunities for teachers and school leaders to develop and improve their individual understanding and practice as needs arise, including through access to external CPD.