

This policy aims to ensure that assessment explains to pupils what grade they are achieving, what grade they need to work towards and the steps and strategies needed to achieve this progress.

Assessment is a continuous process and feedback over a period of time should allow pupils to make significant progress.

Assessment is integral to pupil progress and as such should be considered under these three headings.

1. Teaching and Learning should

1. Pay attention to pupil *progress*.
2. Focus on how to improve learning – by setting clear aims and objectives that are shared with the pupils.
3. Involve pupils actively in analysis of, and discussion about, their work. Provide written or oral comments on their work indicating the grade pupils are working at.
4. Include discussion between pupil and teacher about how to move on to the next stage/ higher grade.
5. Use departmental grade criteria or GCSE/A level grade criteria to show pupils what needs to be done to make progress.
6. Provide opportunities for pupils to act on feedback given.
7. Allow teachers look for evidence of pupils having acted on feedback.

2. Objective based planning

1. Departments and individual teachers should make learning objectives explicit not only lesson by lesson but also in the long term. Assessment reflects these objectives.

3. Assessment as part of learning

1. All pupils in Years 7-9 have at least one formally assessed piece of work each term per subject. In Years 10-13 departments are expected to set regular graded assessment tasks. This work should be set across the year group, although differentiated materials may need to be prepared.
2. Work is assessed using departmental grade criteria or GCSE/A level grade criteria. Pupils will be made aware of the assessment criteria as they are introduced to the task.
3. Departments should be clear as to how they will share those grade criteria. (E.g. generalised and stuck into books, displayed on notice boards, use of the VLE).
4. The grade is recorded and shared with the pupil.
5. Other regular assessed pieces of work could take any form – homework, classwork, tests, past paper questions.

6. Pupils may also complete peer and self-assessment on the work against the criteria.
7. The piece may also be marked for effort 1*-4 as for reports (in years 7-9).
8. The pupil will regularly receive constructive written comments and targets for improvement.
9. The formal assessment grades will be recorded centrally and used to monitor progress by subject teacher, pupil, tutor, HoD and HoH.

When this policy was reviewed, an equality impact assessment was conducted to ensure any changes did not have an adverse effect under the terms of the Equality Act 2010. Should you have any comments regarding this policy, please contact the school.