

ASSESSMENT POLICY

AIM/PURPOSE

Assessment should seek to promote high expectations by recognising achievement and progress through the use of appropriate strategies.

Developments in the field of assessment have brought about changes in terminology. Assessment has two components; assessment of learning, known as summative assessment and assessment for learning (AfL), known as formative assessment

GENERAL PRINCIPLES

1. Assessment of Learning (summative assessment)

At appropriate times during the term, students will be given assessment opportunities whereby their teachers can level or grade the standard of the students' work. This is known as the 'termly current working level / grade'. The results of these assessments will be made available through the school management system and therefore issues of validity and reliability are paramount. For KS3, we use the 'level / sub level' approach; for GCSE, grades 'A* - G'. From September, 2015, with new assessment framework for English and mathematics, those subjects will be graded 1-9.

2. Assessment for Learning (formative assessment)

Assessment for learning is the process of seeking and interpreting evidence. This is used by students and their teachers to decide where the students need to go in their learning, and how best to get there.

ASSESSMENT AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

Assessment of Learning (summative assessment)

Students should be made aware when the assessments will take place and be encouraged to prepare for them. They should be aware of what they need to do to perform at certain standards. The use of peer and self assessment to apply criteria will help students understand how their work might be improved and allow them to set an appropriate target for improvement. Students will make notes of their targets in their homework diary / planner.

Teachers are asked to look at the progress made by all students in their classes and are expected to take appropriate action if a student is falling behind.

Assessment for Learning (AfL)

These are day-to-day interactions, integrated into schemes of work and seen in practice, whereby students are given opportunities to close the gap between their present understanding and their learning goals. Components of AfL which improve learning are:

- ◆ Providing effective feedback, i.e. what the student needs to do to improve.
- ◆ Actively involving students in their own learning
- ◆ Adjusting teaching to take account of the results of assessment
- ◆ Recognising the influence assessment has on the motivation and self esteem of students which is crucial to learning
- ◆ Considering the need for students to be able to assess themselves and to understand how to improve.

Reporting to Parents

Parents will receive communication about their child throughout the year. The end of year 'Profile Report' will be the substantial report for parents.

Monitoring and Evaluating Pupil Progress

This takes place in school as follows:

Form Teachers – Have access to all results through the SIMS system. They have a role in reviewing progress of students during 'Progress Week' at the start of each half term.

Senior Tutors – Take a lead in following up issues, including compiling the lists of students who will be included in the next "motivational monitoring" scheme.

Subject Leaders – Will be expected to have a clear overview of assessment strategies within their area, and will ensure that the end of term levels and grades have arisen through standardised practice. Validity and reliability of these assessments is paramount.

Subject Teachers – Responsible for adapting schemes of work in line with assessment evidence.

MONITORING AND EVALUATION

Overall policy monitoring is by the Deputy Head (Curriculum) in liaison with other senior colleagues who have assessment responsibility.

The Assessment Policy will be reviewed by the Governors' Curriculum Committee and ratified by the Full Governing Body.