

ASSESSMENT POLICY (including marking & recording)

Aims of Assessment

- For students to:
 - recognise the progress they have made;
 - be prompted to reflect critically on their learning and help them to understand what they need to do to improve;
 - be motivated and challenged in setting realistic targets for future learning;
 - increase their confidence and inquisitiveness.

- For teachers to:
 - gain an insight into the effectiveness of teaching and learning;
 - inform their future planning for teaching and learning;
 - identify all pupils with specific learning needs (including G & T);
 - monitor the progress of students (against targets &/or benchmarks);
 - identify underachievement and possible causes for this;
 - be able to pass valuable comments to pastoral staff, and to parents regarding their children.

- For parents to:
 - be in a position to support their child in the next stage of their learning journey;
 - provide positive feedback to their child following particular achievements;
 - have a shared view of their child's progress and work with the school in supporting their progress.

Principles of Assessment

- Assessment should be both formative and summative, written and oral and, should, normally, be a positive experience so it motivates and encourages students.
- Subject departments are responsible for developing their own procedures, within the framework of the school policy.

Formative Assessment or Assessment for Learning (AfL)

AfL involves using assessment inside and outside the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can succeed. The following AfL principles should be followed:

- A variety of different forms of assessment should be included in order that pupils are given the opportunity to perform, and to be informed of their aptitudes.
- Lesson objectives should be communicated within every lesson so students have a clear understanding of what they are to learn.
- Success criteria should be shared with students, supported by provision of exemplar work if possible.
- Students should be involved in peer and self-assessment.
- Feedback should:
 - Lead to students recognising their next steps and what they have to do to improve.
 - Be positive and constructive this promoting confidence in every student that they can improve.
- Students should be encouraged to reflect on, and take responsibility for their learning.

Summative Assessments or Assessment of Learning

Summative assessment leads to marks or grades and can be awarded for all forms of work: written, oral, collaborative or practical work. This typically occurs at the end of a piece of work, block of lessons or module.

All students take the following:

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| • Public Examinations | Short Course GCSE ICT | Year 10, May |
| | GCSE coursework & exams | Year 10 & 11 |
| | AS Year 12 | Jan/May–June |
| | A2 Year 13 | Jan/May–June |
| • MIDYIS/Yellis/ALIS tests | At appropriate juncture | |
| • GCSE Mock Examinations | Year 11 | Jan–Feb |
| • Internal schools examinations | Years 7–10 | March (Y9&10) June (Y7&8) |

Some students take the following:

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| • EPQ Y12–Y13 | | Jan–Nov |
| • English Screening Tests* | Year 7 and 9 | January |
| • University Aptitude Tests (e.g. BMAT, ELAT, etc.) | | November |

The results of these () assessments are not shared with the students.

Most Students take Department Tests at various times throughout the year, often at the end of a unit of work and appropriate to departmental needs and policies.

These slightly less formal summative or tracking tests should be, and should be seen to be, a positive part of the learning process and outcomes should be shared with students in a formative way (see previous guidance on AfL).

Selected students take the following extra-curricular Award Examinations:

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| • The London Academy of Music and Dramatic Art (LAMDA) | All years |
| • Duke of Edinburgh Award | Year 10 + |
| • Lifesaving Award | |
| • ABRSM or Trinity Guildhall Music Examinations | All years |
| • Young Enterprise | Year 12 |
| • Arkwright Scholarship in Engineering | Year 12 |
| • Open University Young Applicants in Schools Scheme YASS | Year 12/13 |

Feedback to students: Marking

- Students' work must be marked on a regular basis, although it is not necessary to grade every piece. This should be monitored by the Head of Department.
- Grades or numerical marks are given for achievement or effort, and should be supported by a direct comment – oral or written.
- Grading of work at key stage 3 should dovetail with report criteria and follow these guidelines:

A*	=	an excellent standard of attainment
A	=	a very good standard of attainment
B	=	a good standard of attainment
C	=	a satisfactory standard of attainment
D	=	a weak standard of attainment
E	=	a very weak standard of attainment
U	=	ungraded

Effort:

1	=	Excellent
2	=	Good
3	=	Lack of effort
4	=	Totally unacceptable

- In order to be able to judge the worth of a piece of work staff may need to apply some numerical device to enable them to arrive at a suitable grade.
- This might be a mark out of 10 or 20 or a %. Individual departments remain free to add such marks or grades, but **the grade is not essential**.

- The mark therefore informs any grading decision and puts it into context, and is communicated to the pupils in order to be beneficial to the learning process.
- However, it is not possible to standardise all tasks set across departments.
- Departmental marking policy must be understood by, and communicated to, students, ideally by a sheet in the front of individual folders or exercise books.
- **For GCSE and A-Level groups** where appropriate, marks should be given in line with public examination guidelines, but this should be made clear to the students.
- Project and assessments must be marked within a reasonable time – it is helpful to indicate this time scale to students.

NB: Formative comments should be seen as the most important aspect of the marking, and in certain circumstances may be used instead of grades or numerical marks.

Feedback to students: Oral

Feedback on the results of assessment, whether formative or summative, should not be restricted purely to written comments, grades and marks.

Oral feedback to the whole group would be appropriate when comments apply to a majority of students and this is an effective use of teacher time.

However, individual feedback is most highly valued by students for raising and maintaining self-esteem and building confidence. It is particularly important when their learning has been successful, providing an ideal opportunity for clarification of staff expectations and students' next steps.

Recording

- All grades and marks should be recorded. This may be in mark books, on computer or in dept assessment files, according to department policy. The marks are available to the rest of the dept and SLT in appropriate circumstances.
- These marks are used to:
 - track Progress
 - form the basis for reports
 - provide information about allocation to sets
- End of year/unit/topic test results are available to the next teacher of a class.
- Copies of all reports are kept in the Heads of Tiers' files.
- Records of public examination results are kept for a number of years.
- Records of internal and external exam marks/grades and CEM centre scores are available on the R: Drive in the Pupil Information Systems folder.
- ALIS predictions are provided by the Head of Pupil Information Systems for Tutors and HoDs.
- Achievements grades are recorded on reports

This policy will be reviewed annually

Dec 2009