

ASSESSMENT POLICY

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| Reference this policy is aligned to with LCC | **n/a** |
| Agreed with Support Staff Trade Unions | **n/a** |
| Adopted by the Governing Body |  |
| Next Review Due | **Sep 2023** |
| Agreed with Teacher Trade Unions and Professional Associations | **n/a** |

### Rationale

The function of assessment is to ensure that every student is working to their full potential, to appreciate and recognise progress, to identify underachievement and to respond and plan accordingly, and to promote the quality of teaching and learning. We recognise the potential of teacher assessment, self assessment, and peer assessment through positive and constructive feedback in enabling a student to make progress with a timely and considered response to marking and feedback.

### Purpose

Assessment should

* Be regular and worthwhile
* Involve the student
* Be based on clear criteria that is shared with the students
* Identify both strengths and weaknesses
* Help both students and teachers identify the next stage in learning
* Be personalised and differentiated to individual needs where appropriate
* Ensure that each student’s potential is realised
* Be approached consistently within subject areas
* Cover the key content of skills of learning as shown on the curriculum maps
* Be moderated and standardised within departments
* Link formative assessment to summative assessment to inform progress reports for parents
* Record a combination of next steps, grades, and effort

### Guidelines

The main aim of the assessment process must be to facilitate progress in a student’s learning. Assessment is an integral part of the teaching and learning process. It is a valuable formative and summative tool.

Effective assessment:

* provides a statement of current attainment
* provides a record of progress
* provides an acknowledgement of achievement and the setting of targets for improvement
* provides information on the effectiveness of the teaching methods employed and the current scheme of work in order to evaluation the impact of curriculum
* informs grades and levels for data windows for reporting

### Type of assessment

A student’s work can be assessed in many ways. The method used will be appropriate to the task, the student, the stage of learning and the purpose of assessment.

The following types of assessment are used:

* Diagnostic marking of class work and homework
* End of topic assignment
* Tests
* Timed set pieces
* Student self-assessment
* Peer assessment
* Verbal assessment through oral feedback
* Practical assessment
* Written assessment
* Online platforms with immediate feedback

Each department has its own detailed assessment documentation in line with the school’s assessment policy.

The outcomes of assessment should modify teaching methods, provide feedback on the curriculum maps as well as indicate student progress.

### Recording & reporting

Results of assessments are reported in a way useful for students, teachers, parents and other stakeholders. Students should be made aware of the evidence and assessment techniques being used and guided to review their own progress by procedures that develop self-assessment. Information for reporting to parents should not be based upon a single assessment and should be holistic in nature, considering classwork, homework and any assessments completed.

### Marking

There is a whole school marking policy that is fully understood by all staff and on which each subject marking policy is based. Departments devise their own recording system which all teachers within the department follow. Each Department should:

* Compare the performance of students from different classes on common activities
* Look at individual student performance against the data available for each individual
* Ensure core assessment tasks are moderated to ensure standards are consistent

At the end of each piece of marked work should be

* WWW (What went well) IN PINK or RED – where the student has succeeded based on the assessment criteria
* EBI (Even better if) IN PINK or RED – next steps to enable the student to improve based on the assessment criteria. This should form a question or task for the student to respond to
* A student response IN GREEN enabling the student to attempt the skill or knowledge not managed the first time.

The whole school literacy code should also be used, as relevant.

A record of verbal feedback given can be shown with the personalised stamps.

**KS3 Practical Subjects- LWL Assessment System**

In Music, Drama, PE, Art and Design, we use an alternative assessment method to the GCSE 1-9 grading system. This system is designed to reflect the skill development nature of the practical subjects, which are taken through to GCSE by relatively small cohorts of students. The system using 5 words to indicate the current level of achievement in these subjects as KS3, with strong foundations in the ‘practical’ criteria at GCSE.

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| Mastering |
| Securing |
| Achieving |
| Developing |
| Emerging |

It is aimed that students should reach the “Achieving” level by the end of Year 9, with more/very able students potentially working their way into “Securing” or even “Mastering”.