

<b>Paulet High School</b>			<b>Staff Handbook – School Policies</b>				
Reference Number	<b>AP1</b>	Approved By	<b>SLT</b>	Issue	<b>01</b>	Date	<b>1<sup>st</sup> Sept 2007</b>
Policy Title	<b>Assessment Policy</b>						
Policy Owner	<b>Assistant Head - ECM</b>			Page: 1 of 2			

## **ASSESSMENT POLICY**

Assessment and recording are integral to planned approaches to teaching and learning. Their purpose is to assist the improvement of student learning by:

- allowing students to confirm what they have learned and find out where improvement may be needed
- informing teachers of areas where additional assistance is needed
- providing a basis for programme evaluation and continuing curriculum improvement
- emphasising achievement rather than failure
- being helpful to teachers and pupils in setting learning targets
- helping to predict future performance
- contributing to an increase in motivation

To make a reliable assessment about student achievement, it is necessary to

- collect a variety of evidence of students, demonstrating learning outcomes using a range of assessment strategies (please see below)
- make on balance judgements about whether students have demonstrated learning the outcomes, exercising their professional judgement about the relative weight of evidence collected, and taking into account the range of contexts, frequency, consistency and degree of independence shown by the student in demonstrating the outcome
- make a summative judgement about each student's achievement in relation to the National Curriculum levels based on the outcomes demonstrated and taking into account the opportunities provided to demonstrate outcomes.

In planning for assessments, departments will ensure that

- there is a variety of diagnostic, formative and summative assessment strategies in teaching programmes to provide multiple sources of information about student achievement, including assessment by observation, questioning, discussion; peer, self and teaching marking
- departments develop a manageable system of keeping records that can provide a rich mixture of observations of student learning
- staff are able to use the data they collect to make judgements about student achievement in relation to the National Curriculum levels
- teachers within departments have a common interpretation of the learning outcomes. Within school, this will be developed by teachers discussing their assessments of students' work, developing assessment criteria together or keeping files of representative student work.
- Time is given for pupils to read through marked work and to identify targets and points for action

### **Recording**

1. Departments will keep records of a pupil's progress throughout the course being followed, this being an entitlement.

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2. The School recognises the diversity of subjects. Consequently, the format of these internal records will be the responsibility of individual Departments.

## Reporting

The school will comply with all statutory requirements on reporting student achievement. There will be two formal occasions when parents will receive reports: the annual subject report and the parents' consultation evening. Parents are also encouraged to contact the school whenever they feel the need. The school will provide any up-to-date assessments necessary.

Annual Subject Reports will be compiled ready for distribution at the following times in the school year:

Year 11 January  
Year 9 March  
Year 10 May  
Year 7 July  
Year 8 July

In Key Stage 3 reports, pupil attainment will be reported by National Curriculum level.

An End of Key Stage 3 report detailing levels in each National Curriculum Subject will be sent to parents in July of Year 9.

The whole school operating systems to allow this policy to be implemented will be set up by the Assessment Group through consultation with Subject Leaders.