



Rugby Free

Secondary School

ASSESSMENT POLICY

Principles

- Assessment is for the benefit of all pupils by defining and supporting their progress.
- It must be both formative and summative; an integral part of the teaching and learning progress.
- It must be used to develop a positive self-image by recognising achievement not failure.
- It should help pupils take on responsibility for their own learning and motivate them towards further study.
- It requires a partnership and clear understanding between teachers, pupils and parents.
- Assessment of process as well as the product involves a variety of strategies in a wide range of contexts.
- Assessment of day-to-day progress depends upon prompt, regular and effective marking of pupils' work.
- Assessment can be used to celebrate success and to address weaknesses by setting targets for the future.
- It can be used to produce a broad record of a pupil's achievements and progression across Key Stages.
- Assessment will contribute to the preparation of pupils in meeting the challenge of national tests.
- Assessment will provide realistic and constructive information for reports to parents, FE and employers.

It will help the school to analyse patterns of performance of key vulnerable groups, and, allow comparison with other schools locally and nationally.

To develop high quality assessment staff must deliver the following:

1. Pupils must have clear learning objectives that inform, guide and challenge.
2. Work must be marked against the objectives set for it.
3. Marking must emphasise positive and constructive points, including at least one suggestion for improvement.
4. Specific targets must be set for extended pieces and used for marking.
5. Pupils must be given the opportunity to peer or self-mark their work.
6. Pupils must be given periodic tests, so they are clear of their progress in relation to the levels.
7. Pupils must record their levels each half term and set targets for the future.
8. Homework must be set, as required in KS4 to support positive outcomes in examinations
9. Home Learning will be provided half termly. This will make clear to parents the work being studied each week in school and will provide resources and ideas for learning at home that will support the school based objectives. The parent / guardian is responsible for the delivery of home learning. Returned work will be marked promptly and where it would be helpful, advice given to the parent to support the partnership between school and home.

FORMATIVE ASSESSMENT refers to the on-going assessment which tries to promote further learning by pupils. It is used to identify and celebrate success, to identify errors, difficulties or shortcomings in a pupil's work and to offer advice, guidance and information to improve future performance.

The Purposes of Formative Assessment

- to provide the teacher with feedback about the pupil
- to provide the pupils with feedback about their progress
- to help motivate pupils
- to provide the basis of a record of progress
- to evaluate the success of the teaching and to plan future work
- to provide classroom assessment which focuses on the learning as it is taking place.
- both teachers and learners need to be involved but ultimately it is the learner who has to take action
- formative questions: promote discussion, promote thinking... and the interactions that ensue, provides feedback for both the teacher and the learner.

Means of Making Formative Assessments

Staff, in all departments, should plan for and make full use of the range of assessment opportunities available to them:

- questioning pupils to assess the extent of their knowledge
- observing pupils in order to assess the skills they have acquired in speaking and listening or in a practical skill
- listening to pupils talking or reading in order to assess their understanding
- reading, marking and correcting pupils' written work to ensure teaching has been effective (at its simplest form, 'two stars and a wish')
- involving pupils in the process of assessment by providing them with the appropriate language and frameworks for self/ peer assessment
- setting targets that a pupil can work towards
- homework can help to assess a pupil's ability to apply prior knowledge in new situations and to demonstrate skills of independent research and investigation.

Not all of these assessments need to be recorded but they all add to the professional judgements that teachers are required to make about pupils.

Standardisation

For pupils to have confidence and for progression to be established, it is essential that the judgements made by staff are sound. Heads of Subject are therefore required:

- to ensure that all members of the department are using the agreed mark scheme,
- to take advantage of any Exam Board or OFSTED material, designed to improve the quality of teacher assessment
- to set up standardisation exercises in their own departments, focused on identified tasks or pieces of work,
- to keep records of such standardisation in the form of a portfolio, so that members of the department will have standardised pieces against which to make judgements.

SUMMATIVE ASSESSMENT is the attainment achieved by pupils at particular moments in time. It is essential that this information is known and used by staff to plan appropriate and challenging work and for monitoring pupils' progress over time.

The following range of assessment information will be made available to staff and should be recorded in teachers' mark-books:

- Key Stage 2 Teacher Assessments/ Test Results,
- Pupils' Reading Ages,
- Levels on SEN Register,
- Key Stage 3 Teacher Assessment,
- FFT data,
- EAL levels will be collected and disseminated to provide information and support pupils' needs, this must be used as part of the planning of lessons.
- Fischer Family Trust data will also be available for staff to use to make predicted GCSE grades (Individual targets will be set for pupils based on this information.)
- Pupils will have regular subject based tests in KS3 and KS4.
- HoD will be required to analyse and to report on KS3 and KS4 progress,
- HoD will analyse and report on KS3 and KS4 examination results, including the identified areas of strengths and weaknesses in course planning, teaching and learning; a future course of action will be planned.

Assessing Pupil Progress:

All pupils must have work that reflects the level or grade they are working at, with clear targets that show how they will progress to the next level, when they return to that assessment objective. All students must use assessment as part of each lesson, clearly understanding what grade they are, what they need to do to improve, where the evidence is to support this conversation and how to progress and move forward.

A Subject Portfolio is a collection of assessed material which demonstrates that a department has a shared understanding of standards in the National Curriculum, so that standards can be consistently applied when coming to a judgement about a pupil's performance.

The different nature of subjects and attainment targets will influence the materials which might be included in the portfolio eg:

- pupils' written work, extracts from books/ folders,
- tests, artefacts, photographs, audio and videotapes,
- pupils' self-assessment record or logs, validated by the teacher,
- extracts from teachers' records, markbooks etc,
- records of ephemeral, practical, visual or other evidence.

Portfolios are of value in three ways:

1. Providing the pupils and staff with practical examples of the way assessment criteria have been used in the awarding of certain marks and grades to pieces of work.
2. Ensuring staff are involved in the discussion of how a variety and range of pupils' work should be assessed and coming to an agreed interpretation of the standards.
3. Building a permanent record of the way a range of work has been assessed, so that any newcomers to the department have a source of reference for checking their marking.