

## **Assessment Policy**

**Date: January 2022**

**Approved: Academy Committee 2022**

**Review: January 2025 (or sooner if required)**

## **Statement**

- Thornden School recognises that effective feedback and ongoing assessment make a large contribution to the development of learning and understanding, and enable students to achieve their full potential.
- Formative and Summative Assessment are essential in raising standards, although they have different purposes.
- Assessment strategies must be embedded into Schemes of Work and understood by students. All Heads of Department should check and amend their departmental assessment policy on an annual basis for the start of the academic year. This should be approved by SLT and distributed to all of the teachers in the department.
- Assessment should be regular, appropriate, fair and accurate.
- All teachers should operate the department policy and keep effective records of assessments, and share these with students.
- Assessment should be sensitive to the individual needs of students.

## **The purpose of assessment**

- To identify the achievements of each student and to highlight areas that they need to improve on. This must be both formative and summative.
  - Formative Assessment helps to identify the next steps and targets needed to make progress. It takes account of students' strengths as well as weaknesses.
  - Summative Assessment is associated with grades and steps, and links to school and national performance indicators.
- To identify the level of challenge from which each individual would benefit.
- To understand and share learning objectives and then provide feedback that moves students forward.
- To enable students to use their peers as learning resources through methods such as peer observation and peer assessment.

- To promote the importance of taking greater responsibility for their own learning through methods such as self –assessment.
- To support the target setting process for staff and students.

### **Objectives**

- To enable students to understand how they are being assessed and how their progress is monitored.
- To actively involve students in their own learning by providing effective feedback which closes the gap between current performance and future requirements.
- To promote student self-esteem through a shared understanding of the learning processes and the routes to improvement.
- To motivate students, raise standards of behaviour and attainment, and improve student attitudes and response.
- To track student performance and to identify students that are at risk of under achievement.
- To provide information that can be used by parents/carers to understand their child's strengths, weaknesses and progress.
- To draw upon as wide a range of evidence as possible, using a variety of assessment activities.
- To enable the teacher to adjust teaching to take account of assessment information and to focus on how students learn.
- To provide a framework which emphasises the importance of completing challenges and meeting deadlines.

### **Responsibilities**

#### **Senior Leadership Team**

- A commitment to continuous improvement
- Liaise with departments in producing subject specific Assessment Policies

- Supporting developments to improve the quality of assessment
- Promoting and sharing best practice in assessment and appropriate staff development
- Regularly reviewing this policy

### **Heads of Department**

- Check and amend the department Assessment Policy on an annual basis. Review this with the SLT Line Manager
- Monitor the consistent application of the department Assessment Policy
- Facilitate an effective, consistent approach: e.g. through work scrutiny, moderation, departmental meetings and workshops, performance reviews
- Provide, use and analyse data to raise attainment
- Analyse data to identify groups at risk of underachievement and to focus intervention on underachieving groups. Respond to identified groups who are not performing as appropriate.
- Use assessment information to inform the self-evaluation process and the Department Improvement Plan and identify learning and training needs
- Ensure standardisation within teaching teams
- Keep parents/carers informed and involved as necessary

### **Class teachers**

- Explain their assessment and assessment policy to students. Providing clear information on setting, assessment and recording of student work.
- Setting students homework in line with the school homework timetables, issued in September each academic year
- Monitoring the completion of tasks and meeting of deadlines by individual students
- Providing regular and frequent feedback aimed at improving student performance and understanding.

- Keep up to date department and individual records of student performance and assessment, with grades and steps, when appropriate
- Assessing student work in line with school and National standards
- Providing realistic estimates of expected student exam performance, when requested
- Consult and use the school's academic monitoring and SEN information to inform their approach to individual children
- Recognise that a positive approach reflects that the majority of students are putting in above average effort and achieving above the national average
- Setting SMART (specific, measurable, achievable, relevant and time limited) targets for each student

**Linked Policies**

Homework Policy

Exam Policy

Controlled Assessment Policy

Effort grades

Signed: .....

Dated: .....