

iMedia school



ASSESSMENT POLICY

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Aims of Assessment

- To provide teachers with a range of information which will help them plan work best suited to each pupil's stage of development.
- To provide parents with information about their child's achievement and progress.
- To recognise pupil achievement and to encourage pupils in their learning through active involvement and target setting.
- To enable pupils to develop the skills needed to learn and achieve, including collaboration, negotiation, self-assessment, critical reasoning and independent learning.
- To extend pupils fully by encouraging perseverance and aiming for maximum success in all things, especially public examinations, and by monitoring progress through the course.
- To evaluate the effectiveness of teaching programmes and inform curriculum planning and development.
- To provide a range of evidence to support end of year assessments.

Why assess?

- To define each child's ability: what the child knows, understands and can apply;
- To reveal pupils' strengths and weaknesses;
- To ensure accurate identification of pupils' individual needs;
- To inform future planning and target-setting; to ensure continuity and progression in our work with the children, and
- To communicate accurate information about the child that is useful to teachers, pupils, parents and other educational agencies.

Procedures and Practice.

There are 2 main forms of assessment: formative and summative.

Formative assessment

This takes place in every lesson and involves the continuous monitoring of students' progress on a daily / weekly basis. The most essential element of formative assessment is its use of constructive and positive feedback given to pupils about their work, indicating strategies they could apply to improve and make progress.

Opportunities for giving feedback include:

- Questioning / discussion with pupils about their work during lessons;
- Watching how pupils perform during tasks and intervening to help them move forward;
- Marking pupils' work either during or after lessons. This could include marking alongside the pupil and giving clear verbal indications of how to improve instead of providing detailed written comments;
- Photographing / videoing / recording on computer/ audio taping work to use with the pupils themselves to ascertain where they are now and how they could move forward (this method can also be used in common assessment tasks with other colleagues to determine curricular teaching targets);

The school aims to engage pupils in the assessment process by informing them of where they are now and where they need to be, and assisting them to identify targets to achieve this.

Summative assessment

This is an assessment of pupils' attainment that indicates where they are at significant signposted points during their school career. Summative assessment includes:

- Baseline tests, including reading, spelling and mathematics tests (twice a year)
- End of key stage 3 mathematics and science for identified pupils
- End of key stage 4 – GCSE for some pupil
- Throughout years 9, 10 and 11, work towards subjects Units
- End of topic tests
- End of term test/ mocks

Summative assessments are sometimes used formatively for planning purposes since they contribute to progress tracking.

Other Types of Assessment

1. oral feedback
2. self-assessment
3. peer-assessment
4. group/whole class assessment
5. written marking of work
6. teacher/student questioning
7. assessment of exemplar work of different grades/levels
8. use of assessment criteria and examination materials

Target Setting

Individual pupil targets based on prior attainment are set by tutors and teachers for English, mathematics, science at the annual review meeting with parents and pupils. Termly reviews are carried out with pupils, and this process then feeds into the next annual review. Ongoing targets take into account the rate of progress made since the previous review.

Social targets are also set for pupils to enable to develop their social and emotional skills which include independence, developing self-awareness and confidence etc. These are adapted according in the context of changing circumstances and challenges.

Teacher Assessments

All subject areas have assessment portfolios which are used for:

- Ensuring consistency of judgment about levels and grades;
- Modeling assessment practice eg
 - With pupils (showing them what Level X looks like in practice)
 - With colleagues: to help inform judgments in common assessment tasks, or to demonstrate good practice for new staff, and
- Examples of 'best practice' in terms of pupils' achievement and staff recognition of it.

Common assessment tasks are carried out in subject areas at specified times of the school year.

Pupil self-assessment

Pupils are encouraged to evaluate and assess their own work and contribution to lessons, measured against the lesson objectives and their own individual targets. Some subjects carry out formal pupil self-assessment termly or yearly.

Record Keeping

The school makes use of relevant national curriculum levels and grades, but also the Levels as appropriate.

End of topic tests / teacher assessment are used half-termly to record pupil progress across most subjects. National curriculum levels are recorded twice yearly for all subjects. These include "P" levels and sub levels.

Analysis of individual pupil progress is beginning to be used more effectively by senior staff to identify pupils who require different teaching strategies or more targeted intervention. This work will feed into subject assessment policies in due course.

Reporting to Parents

The school reports formally to parents three times a year through:

- 2 parents' evenings and an annual review;
- a written report once a year;
- home/ link books which record progress, and
- frequent telephone conversations as appropriate.

Parents are also encouraged to discuss their children's progress at any time throughout the year should they wish to. Contact with parents is initiated by the school if circumstances demand it.

The Role of Students

All students should:

1. participate actively in assessment opportunities in lessons;
2. take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers;
3. ensure that their entitlement to advice and guidance on how to improve their academic achievements are fulfilled;
4. Support other students constructively when asked to be involved in peer assessment.

The Role of Parents/Carers

All parents/carers should:

1. discuss with their child the assessment report sent to them each half term which includes a summary of current and predicted grades for each subject;
2. Liaise with the subject teacher or form tutor about any concerns regarding their child's progress as identified through assessment.