

“Enjoying ‘life in all its fullness’ by achieving your personal best!”



Assessment Policy

THE HEREFORD ACADEMY

‘Assessment is at the heart of the process of promoting children’s learning’

This document sets out school policy on Assessment and relates to policies on Marking, Recording Progress, Reporting to Parents and Target Setting. It identifies the general aims of Assessment, the types of assessment which might be used and explains how data from assessment is to be used. The section on assessment for learning is to be developed throughout the academic year 2008/2009.

This document should be used by Curriculum Areas (CAs) as a basis for writing and reviewing their own Assessment Policy.

Section 1 General Aims of Assessment

The main aim of assessment is to contribute to the process of teaching and learning, which helps all students to become more effective learners and achieve their full potential.

Assessment – what do we want it to be?

- Simple
- Effective
- Manageable
- Understandable ... by students, parents and staff
- A tool to raise standards for all.

Effective assessment provides:

- **For students** an understanding about what is being learnt, information about progress made feedback on areas of strength and weakness, guidance about ways forward and celebrates what has been achieved.
- **For teachers** a range of information that aids planning, target setting and suitable delivery for students at all stages and levels.
- **For parents** information regarding their child’s progress, concerns and achievements and encourages and strengthens the home school partnership.
- **For others** relevant information to assist employers, other education establishments, etc.

Successful assessment helps to promote the partnership between students, teachers, parents and the community.

'Assessment for Learning' and 'Assessment of Learning' are integral parts of everyday teaching and learning. Teachers discuss with students, give guidance, observe, help, encourage and challenge. Work is checked and reviewed, giving valuable individual feedback about progress, achievements and capabilities. Communication and dialogue between students, teachers and parents should be:

- Positive, constructive and honest
- In accordance with departmental and school policy and National Curriculum
- Promoting self-evaluation and self esteem
- Relevant to teaching and learning
- Understandable and regularly available

Assessing students work is one of the most important aspects of what teachers do for students.

Assessment is fundamentally the responsibility of the class teacher. Ensuring effective Assessment is completed and recorded in accordance with CA policy is a crucial role of a Curriculum Area Head and the SLAM Team.

Section 2 Types of Assessment

Formative Assessment is Assessment FOR learning. It takes place on a lesson by lesson basis. Evidence is gathered from a variety of sources including questioning in the classroom, marking of classwork, setting and marking homework, setting and marking tests. The assessment becomes formative when the evidence gathered is used to influence further teaching to meet the students needs and hence promote learning.

Summative Assessment is Assessment OF learning. It includes formal Assessments and reporting to parents via Interim Reports and Written Reports. It also includes end of Key Stage 3 Assessment (SATs) examinations in English, Maths and Science and teachers' Assessments in non-core subjects and the end of Key Stage 4 Assessments – BTEC, GCSE, GNVQ or Entry level.

Student Tracking is when a student's performance is compared with their own earlier performance and with performance targets set out at the start of the year based on FFT data, with a view to determining whether any improvement has been made, or any value added brought about. Such assessment might involve setting students the same test prior to and after a unit of work, keeping track of how a students average performance or overall grade averages changes as they progress through the entire course. The benchmark against which any change in performance is a measure of the student's own performance – not the

performance of other students. This process will provide information for the whole school student tracking system, which will in turn provide information for Progress Reports, etc.

Diagnostic Assessment is assessment that is used to provide specific information relating to students strengths and weaknesses.

When anyone is trying to learn, feedback about their progress has three elements:

- Recognition of the desired goal
- Evidence about the present position
- An understanding about how to close the gap between the two

Section 3 Using Data from Assessment

There are a variety of sources from which data on student progress can be collected:

- A variety of written and non written assignments completed in class/at home/independently
- Activities using specific skills
- Individual contribution to pair or group work
- Work completed under test/exam conditions
- Moderation by teachers and external agencies
- Oral responses to specific questions
- Observations/discussion between students and teacher

Some of these are more formal than others. CAs should plan and carry out a balanced diet of formal and informal assessments to monitor student progress. In this way, they will be in a position to provide accurate evidence for grades to be used for CA and whole school tracking systems, Reporting and Target Setting systems by the dates required (see Reporting to Parents policy). Progress should be recorded in terms of NC levels or GCSE (or equivalent) Grades as appropriate.

Section 4 Assessment for Learning (to be developed and implemented for Sept. 2009)

Section 5 Schedule of Assessment Dates

How CAs produce evidence of student progress through assessment is for them to decide and put in policy following discussions between the HCA and her/his line manager.

To enable the school's Target Setting, Student Tracking and Reporting to Parents systems to function, at fixed points in the year, it will be necessary for CAs to have produced enough evidence of student progress to be able to record grades by certain dates.

CA Assessments should be completed by the following dates:

Term 1	Years 8-11	Thursday October
	Years 7-11	Thursday December
Term 2	Years 7-11	Thursday March
Term 3	Years 7-10	Thursday June