

**Objective: To ensure assessment is used to improve standards and not simply to measure them**

**Aims of the policy:**

- To provide clear guidelines on the college's use of assessment.
- To support a consistent application across all departments.
- To create a system that is clear to pupils, staff, parents and governors.

**Introduction**

Assessment is a term which encompasses a wide range of formal and informal activities; summative and formative information.

Summative assessment (external and internal exams) has a place in providing a summary of achievement. Formative assessment ie Assessment for Learning (AfL), has the highest impact on both motivation and attainment.

Assessment for Learning at Swanmore College encompasses a range of methods, e.g. self-assessment, pupil/ teacher reviews, peer group assessment, constructive/diagnostic marking, assessment against national criteria and target setting.

**Assessment for Learning is the responsibility of all teachers.**

At Swanmore College, all assessments are shared with pupils and understood to be an integral part of their continuous learning. Assessment should be undertaken as part of the ongoing learning process in accordance with the college's learning and teaching policy. Assessment should serve the learning needs of pupils by highlighting positive achievements, engaging both pupil and teacher in reviewing progress and setting challenging targets for future learning.

All teachers are expected to keep markbooks up to date, detailing prior assessment e.g. from primary schools, if appropriate, as well as current assessment data and targets set against national benchmarking. The individual learning needs for all pupils will be catered for by the setting of challenging targets. Where appropriate, 'Individual Educational Plans' will be provided for pupils with particular additional needs in line with SEN principles and practice. Parents are offered regular opportunities to discuss their child's progress and reported assessment with teachers at points across the academic year.

The following guidance aims to:

- Minimise the need for summative assessment;
- Provide a structure which pupils recognise;
- Provide an approach which is realistic and attainable for teachers in terms of workload.

**Teachers constantly monitor pupil understanding and progress through questioning, discussion and dialogue following the approach detailed below:**

### **Formal Assessment at Key Stage Three**

- Pupils' work/ portfolio/ books should be marked <sup>1</sup> with a detailed comment at least twice every half term<sup>2</sup>
- Detailed comments should highlight: <sup>3</sup>
  - i. what the pupil has done well;
  - ii. suggest what needs improvement;
  - iii. set a curricular target
- Exceptional effort and attainment should be rewarded using the college's code of conduct and reward system. (e.g. a departmental postcard of achievement sent home)
- Comments should be made on both class work and homework
- As of January 2010, one self/ peer assessment in that subject will be set each half term
- Departments may wish to produce end of unit/ end of module tests and record marks for these centrally (summative assessment). This type of assessment is used to inform teachers of the progress made by learners and in turn inform future lesson planning
- National curriculum levels should be recorded at least each term or at the end of a module of work to enable teachers to log progress and check against targets
- In all pupil books, a current level for that subject as well as a target for the end of key stage, must be recorded
- As part of the learning and teaching process, descriptors for national curriculum levels should be displayed, discussed and examples analysed together in class, so that pupils are aware of what is required in order to progress
- As of November 2009 staff will be requested to use 'Eportal' to record national curriculum levels; if staff want to keep a paper copy as well they may do so.

### **Formal Assessment at Key Stage Four**

- Pupils' books should be marked with a detailed comment at least twice every half term <sup>4</sup>
- Pupils should be given regular verbal feedback on their progress with suggestions on how to improve
- As of January 2010, one self/ peer assessment in that subject will be set each half term
- Staff should, where appropriate, use the marking criteria set out in examination specifications to indicate current progress and ways in which to improve
- In all pupil books, a current grade as well as a target grade for the end of KS4 must be recorded. Every term pupils should be made aware of their current grade and this must be cross checked against target grades in order to ensure pupils are performing in line with their ability and potential; Interventions to be put in place where this is not the case
- As of November 2009, staff will use 'Eportal' to record Year 10 data including targets. Year 11 data will still be recorded using the old system of Assessment Manager on SIMs. If staff wish to keep a paper copy as well they may do so.

## **Tracking and Monitoring of pupil progression**

- Every teacher is expected to be aware of individual pupil progression using the data logged in their mark books.
- Using 'Eportal', this tracking data will gradually be made available across the whole key stage and will be available to all parents by the end of the academic year.
- Monitoring points of pupil progression data are mapped across the academic year. This will enable all Middle and Senior Leaders to quality assure progress and implement intervention for individuals or groups of learners as appropriate.

**Agreed: January 2010**

**Reviewed: Autumn 2010**

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<sup>1</sup> The definition of marking is broad and varies dependant on subject content; marking may entail scanning or close correction. Departmental Policies are available on what constitutes 'High quality written feedback'.

<sup>2</sup> Due to some Departments seeing all of Key Stage 3 less frequently, such as RE, more peer and self marking will be evidenced compared to teacher marking.

<sup>3</sup> Departments may find it useful to prepare a bank of statements to comment on pupil's work and suggestions for improvement to discuss with pupils as part of formative assessment. Where appropriate APP materials should be used

<sup>4</sup> Departments vary in how pupils' learning and thus teacher marking is evidenced; this could be in books/ portfolios or coursework drafts such as in English.