

# HASSENBROOK SCHOOL Specialist Technology College



## ASSESSMENT POLICY

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### ASSESSMENT POLICY

**Summative assessment** is referred to in a learning context as ‘assessment of learning’

**Formative assessment** is referred to in a learning context as ‘assessment for learning’

**Diagnostic assessment** is a form of formative assessment and measures a student’s current knowledge and skills for the purpose of identifying a suitable programme of learning.

- **Assessment must be formative and used to inform learning.**
- **Assessment for learning strategies must be used to encourage all students to ‘learn to learn’**

The assessment for learning strategy underpins our assessment practice throughout the whole school. The effective assessment and marking of work are fundamental to successful learning and teaching.

#### **Formative assessment**

The aim of formative assessment is to give students clear guidance about how to improve their work. Students must be told of the assessment criteria for both class work and homework tasks.

- All work that is formally assessed must receive formative comments. This will usually be in writing
- Opportunities must be given for students to act upon the guidance.
- A formative comment should:
  - Be concise and accessible to students
  - Highlight achievement
  - Be diagnostic
  - Indicate how improvements can be achieved, usually consisting of one or two targets.
  - Be personal by using the student’s first name.
  - Encourage and support the student in a constructive way
  - Encourage students to take ownership of their own learning
- Peer and/or self assessment should take place at least once a term in every subject area. The aim of self assessment is to enable students to be actively involved in the assessment process and give them ownership of their learning.

#### **Cross year assessment tasks**

- There must be a minimum of one cross year assessment task per term in every subject
- area. These tasks can be set for class work or homework.
- The tasks must be common across comparable groups.
- Cross year assessment tasks can include:
  - An extended piece of written work
  - An investigation/project
  - A practical task

- Whole class presentations
- An oral or aural activity
- A mid topic test
- An end of unit test
- End of key stage test
- An end of year examination.

**NB.**

- At key stage 3 cross year assessment tasks are levelled using National Curriculum criteria.
- At key stage 4 grades should be awarded according to examination board criteria.
- These grades/levels should be collated and recorded centrally following any necessary department moderation.
- Each department must have a clear rationale for awarding teacher assessed levels for the end of key stage 3.

**Marking**

- Work is marked because it gives pupils and parents feedback.
- Marking work encourages and motivates pupils.
- Marking provides 'summative' and 'formative' data. e.g. National Curriculum/GCSE/Reports
- Some departments will use an alphabetical scale while others will use a numerical scale. The following will apply:
  - departments select whether a numerical or alphabetical process and apply this consistently across the department.
  - pupils will have a written record of what the grades mean.
  - on selected pieces of work, ALL DEPARTMENTS should put written comments pin-pointing how pupils can improve (i.e. specific targets are set for them which link with the S.O.W.).
- Lead Learners will monitor the marking policy to achieve consistency.

**Reporting to parents**

Reports are sent out to parents three times a year. Each report is composed of four areas of assessment, these being:

- **Attainment:** this gives an indication of the level of attainment a pupil is currently achieving in each key stage.  
In key stage 4 the grading is A-G which corresponds to the grades used in GCSEs.  
In key stage 3 levels 3-8 are used and these correspond to the key stage levels. Sub levels a, b and c are also indicated on the report with 'a' being the highest and 'c' the lowest.

- **Effort:** the effort a pupil makes in a subject is shown on a 5-1 scale, with 5 being a pupil always works to the best of his/her ability to '1' the effort made is totally unsatisfactory.
- **Homework:** a 5-1 scale is used to indicate the standard of homework and whether it is produced consistently. 5 indicates regularly produces a high standard of homework. 1 indicated the standard of homework is poor and is often not completed.
- **Target minimum grades:** these show the level or grade it is expected a student will reach. At key stage 4 the target minimum grade is what we expect the student to attain in their GCSEs. In key stage 3 the target minimum levels are set for the end of each year.

**Effort and homework** totals are tracked across the 3 reports, with rewards for students achieving high standards and intervention strategies being put into place for students underachieving. – see **appendix 1**.

In addition to the above there is a written tutor comment that is included on the last report of the year.

### **Standardisation**

Because of the requirement of the National Curriculum and external examination where there is more than one member of a department Lead Learners should ensure that standardisation of assessment takes place.

### **Use of Information**

- Tracking pupils progress.
- Setting targets for pupils.
- Compiling reports.
- Evaluate S.O.W.
- Curriculum planning

### **Responsibilities**

#### **All teachers must:**

- be aware of the school assessment policy and implement it.
- regularly assess pupils work.
- set SMART targets for pupils.
- ensure pupils know criteria for success.
- keep records of pupil performance, these must be accessible for those who need to know.
- to indicate to pupils the exact nature of their strengths and weaknesses and what future action is required by them.

**Lead Learners must:**

- ensure that all members of their departments are aware of the school assessment policy.
- monitor the implementation of the policy within their department, this includes record keeping, marking, target setting and reporting.
- implement procedures for standardisation.
- ensure examples of pupils work are displayed in appropriate places.
- be aware of changes in National Assessment procedures and organise training as appropriate.
- ensure that records can be transferred from teacher to teacher.
- ensure schemes of work are kept up to date in line with current practice.

**This policy must be read in conjunction with:**

- **The Learning and Teaching policy**
- **The Schemes of Work Policy**
- **The Homework Policy**
- **The Literacy Policy**
- **The School Behaviour Policy**

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**APPENDIX I**

Reporting to parents takes place three times per year in years 7-10 and twice in year 11.

The effort and homework grades are numbered 5 (high) – 1 (low). Totals of these grades, along with average scores appear at the bottom of each column. This summary data is passed to tutors and Heads of Student Performance to ensure that suitable rewards and intervention strategies are put in place.

Good performance Mean of Effort and Homework	Poor performance Mean of Effort and Homework
80%+ seen by tutor , 3 success points issued and letter sent home. 90%+ seen by HSP, 5 success points issued and letter sent home.	60% and below seen by tutor and letter sent home. 45% and below seen by HSP and letter sent home.