
Charters School

Assessment Policy

Updated October 2007

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Approved on 01.10.07 Minute number 39/07

Review Date October 2010

Statutory requirements applying: None

Clerk to Governors to indicate where information is to be displayed

Website First Class Folder ✓

Approved by Curriculum committee

Assessment Policy

Introduction

Assessment lies at the heart of teaching and learning for all pupils. The purpose of this policy is to provide a framework for departments, to ensure consistency and to promote good practice. It is essential that this policy supports and reflects the aims of the school and that it can be implemented by staff in the classroom. In addition the policy will set out the aims and outcomes of assessment so that pupils and parents are fully informed. Ultimately assessment at Charters School should motivate pupils and encourage them to achieve to the best of their ability.

Why assess?

There are many ways in which assessment can take place and it is important to clarify the main purposes for assessment:

- To recognise and reward achievement
- To provide feedback for pupils
- To monitor pupil progress
- To identify learning strengths and weaknesses
- To evaluate teaching strategies and resources and to inform planning
- To provide information on which to base targets for future attainment.
- To provide parents and carers with up to date information on the progress of their child

How we assess

Each department will have its own Schemes of Work, in which opportunities for assessment will be highlighted. A variety of techniques will be used to provide opportunities for all pupils to demonstrate their knowledge, understanding and skills. Pupils should be aware of assessment criteria and tasks should reveal their strengths and weaknesses and offer guidance for improvement. Elements of self and peer assessment are to be encouraged. Homework should be an integral part of assessment (see homework policy). This should be marked in line with the school's marking policy (see marking policy).

Reporting the results of assessment

To pupils:

Pupils should be kept informed about the purpose of any assessment and feedback should be given with reference to the criteria. This feedback should be given sensitively and as part of the ongoing dialogue between teacher and pupil. The feedback should identify strengths and weaknesses and motivate the pupil to improve their performance.

To other teachers, Subject Leaders, tutors and Heads of Year:

Day to day assessment results should be recorded so as to inform teaching and to provide information on the achievement of pupils. At key times in the year assessment tasks may be carried out, the results of which will be recorded on Assessment Manager. These results will be recorded as either National Curriculum level (KS3) or GCSE/A level grades. These results will be used by pastoral leaders and subject leaders to monitor pupil performance, in relation to their targets. In addition subject leaders can use results to evaluate the strengths and weaknesses of schemes of work and resources. Monitoring of performance can lead to action if necessary. In addition to the attainment of individual pupils, assessment data will also be used by pastoral leaders to monitor the performance of the whole year group. This monitoring will be carried out with reference to target levels (Key stage 3) or grades (Key stage 4 and 5). This information will be made available to teaching staff and learning support staff.

To parents and carers:

A number of mechanisms are used to inform parents and careers of their child's progress.

- A full written report once a year
- A brief summary of academic progress several times a year
- Parents evening once a year

Any written or verbal report to parents or carers will give information about the achievement and effort of the pupil. The report will be objective and will be consistent across subject areas. It should clearly identify strengths, weaknesses and strategies for improvement.

Responsibility for Assessment and Monitoring

A range of people and responsibilities are part of this policy:

- Pupils should be fully involved in the assessment of their work and that of their peers. They should use assessment criteria to evaluate their strengths and weaknesses. In discussion with their teachers they should be encouraged to set targets for improvement.
- Teachers should use a variety of assessment strategies on a regular basis. They should be able to accurately assess the attainment of their pupils, in line with national standards. They should record the results of assessment. They should be able to communicate the results of assessment to pupils, offering targets to improve performance. They should be able to report on pupils' performance to parents and carers.
- Tutors will use assessment information as a basis for their termly academic tutoring meeting with each pupil. They will discuss performance versus targets and help the pupil to identify strategies to maintain or improve performance. They will recognize where expectations have been met or exceeded.
- Subject leaders will ensure that schemes of work include a variety of strategies for assessment. They will monitor teaching and learning in their subject in line with school policy. Assessment data is one tool which can form part of this monitoring. Schemes of work, methodology and resources will be modified in light of their monitoring.
- Heads of Year will use assessment data to monitor the performance of individual pupils and the year group. They will ensure that the results of their monitoring are made available to teaching staff and learning support staff.
- Parents and carers will receive regular updates on the progress of their child. They should encourage their child to discuss their attainment and identify methods of maintaining and improving performance. They should contact their child's tutor if any clarification is needed.