

ASSESSMENT POLICY

AIM / PURPOSE

The Governors' Curriculum Aims include the following statement:

“The curriculum should seek to promote high pupil expectations by recognising the important forms of achievement and the use of appropriate assessment techniques.”

Developments in the field of assessment have brought about changes in terminology. The assessment 'tree' has two branches and, for this policy, the first 'branch', assessment of learning, is known as summative assessment; the second 'branch', assessment for learning, is known as formative assessment

GENERAL PRINCIPLES

1. Assessment of Learning (summative assessment)

Towards the end of each term, students will be given assessment opportunities whereby their teachers can level or grade the standard of their work. This is known as the 'termly current working level / grade'. The results from these assessments will be made available through the school management system and therefore issues of validity and reliability are paramount. For KS3, we use the "level / sub level" approach; for GCSE, grades "A* - G"

2. Assessment for Learning (formative assessment) – a definition:

'Assessment for learning is the process of seeking and interpreting evidence. This is used by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there' – (Assessment Reform Group 2002. Schemes of Work and teachers' practice will evidence AfL within Trinity.)

ASSESSMENT AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

Assessment of Learning (summative assessment)

Students should be made aware of when the assessments will take place and be encouraged to prepare for them. They should be aware of what they need to do to perform at certain standards. The use of peer and self assessment to apply criteria will help students understand how their work might be improved and allow them to set a curricular target for improvement. Students will make a note of their curricular target in their homework diary / planner.

Teachers are asked to look at the progress made by all students in their classes at mid term (autumn and spring only). If a student is making good progress and there are no concerns, teachers are asked to make the grades more challenging yet still realistic. This information will be held on the database and will be accessible to teachers and shared with parents via a simple letter home.

Assessment for Learning AfL

These are day-to-day interactions, planned in schemes of work and seen in practice, whereby students are given opportunities to assess their own progress in order to close the gap between their present understanding and their learning goal. The five components of AfL which improve learning are:

- ◆ Providing effective feedback
- ◆ Actively involving pupils in their own learning
- ◆ Adjusting teaching to take account of the results of assessment
- ◆ Recognising the influence assessment has on the motivation and self esteem of pupils, both of which are crucial to learning
- ◆ Considering the need for pupils to be able to assess themselves and to understand how to improve.

Reporting to Parents

Parents will receive three pieces of communication about their child throughout the year. The 'Mid term check' will be sent out just after half term in October and February. The end of year 'Profile Report' will be the substantial report for parents.

MONITORING AND EVALUATION

This takes place in school as follows;

Form Teachers – Have access to all results through the e-portal system. They have a role in reviewing attainment and targets during review days and review sessions.

Senior Tutors – Take a lead in following up issues from the 'Mid term checks'.

Subject Leaders – Will be expected to have a clear overview of assessment practice within their area, and will ensure that the end of term levels and grades have arisen through a standardised practice. Validity and reliability of these assessments is paramount.

Subject Teachers – Responsible for adapting schemes of work in line with assessment evidence.

Overall policy monitoring is by the Deputy Head (Curriculum) through the subject reports. Heads of Year follow up is monitored by Deputy Head (Student Support). The process availability / modification and strategy is monitored by the Director of Studies (Assessment co-ordinator).

The Assessment Policy will also be reviewed by the Governors' Curriculum Committee.