

WHOLE SCHOOL ASSESSMENT POLICY

This should be read in conjunction with staff notes on data and target setting

THE PRINCIPLE OF ASSESSMENT

Assessment is central to the process of teaching and learning and its purpose is to improve the quality of education for young people. It is used:

- to inform current and future practice, including the differentiation of materials, tasks and approaches (formative);
- to inform the pupil, identifying current achievements and future targets;
- as a diagnostic tool to inform the planning of learning programmes and teaching;
- to involve the pupils in their own learning;
- to report to parents and other interested parties eg Educational Psychologist Service, Careers Service, employers, etc;
- for National Curriculum Assessment;
- for identifying special educational needs, including more able pupils;
- to place pupils in suitable tutor and teaching ability groups;
- to help the school and pupils choose appropriate courses;
- to help make decisions on examination entries;
- for reporting estimated grades;
- for external accreditation eg GCSE, YAS, etc.

RANGE OF ASSESSMENTS

Where assessments relating to pupils are received from primary schools, these are used.

A range of assessments are used. Every subject at Key Stage 3 has an end of year examination and most have ongoing assessments throughout the year. In years 10 and 11 specific examination assessments will take place. Detailed information on this is distributed to all pupils and their parents.

The school encourages and supports the pupils in a range of external examinations, competitions, awards and activities that are in their interests.

ARRANGEMENTS FOR THE MANAGEMENT OF ASSESSMENT

PUPILS' responsibilities include:

- reading the assessment comments made by subject teachers;
- seeking to achieve the targets set by subject teachers;
- appraising their own progress in relation to the targets set.

SUBJECT TEACHERS' responsibilities include:

- complying with departmental/faculty/whole school guidelines/policies;
- setting appropriate work;
- assessing work;
- providing appropriate feedback;
- setting appropriate targets;
- recording achievement;
- reporting as required;
- completing "cause for concern" forms as appropriate;
- recognising excellent work by using commendations as appropriate.

FORM TUTORS' responsibilities include:

- monitoring contact books for:
the completion of homework,
parental comments/concerns
staff comments/concerns.

- merit labels;
- collating merit marks;
- collating and checking reports;
- reporting as required;
- completing “cause for concern” forms as appropriate.
- recognising excellent work by using commendations as appropriate.
- Recording and monitoring targets as agreed at Academic Target Setting meetings.

HEADS OF FACULTY/DEPARTMENTS’ responsibilities include:

- monitoring assessments carried out within their department/faculty;
- planning and organising standardisation sessions for their department/faculty;
- ensuring consistent interpretation of criteria;
- analysing assessment data and report to the line manager
- reporting annually to the Governing Body on all external examinations/assessments;
- maintaining faculty records;
- devising and collating department/faculty examination requirements.

THE EXAMINATION SECRETARY’S responsibilities include:

- carrying out the administrative arrangements for external examinations/assessments;
- monitoring reports from external examination bodies;
- determining entries for external examinations in consultation with Heads of Faculty, pupils and parents.

HEADS OF YEARS’ responsibilities include:

- monitoring the academic progress of pupils within their year, including contacting parents/guardians as required;
- monitoring the personal development of pupils within their year, including contacting parents/guardians as required;
- checking reports;
- collating information to parents/guardians;
- reviewing pupils’ progress and taking appropriate action after a progress report has been issued.
- recognising excellent work by using commendations as appropriate.
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ASSISTANT HEADTEACHER’S AND DEPUTY HEADTEACHER’S responsibilities include:

- promoting quality assessment within their designated curriculum area through monitoring and reviewing.

THE HEADTEACHER’S responsibilities include:

- ensuring that the whole school assessment policy is implemented;
- presenting external assessment data as required.

THE GOVERNING BODY’S responsibilities include:

- ensuring that the curriculum (including the National Curriculum) and its assessment arrangements are implemented.

ACCESS TO DATA

Reports are stored electronically and are available to all staff via e portal . Parents have access to their daughter(s) records and reports via e portal. Hard copies are available on request. Departmental/faculty records are stored within the department/faculty and can be viewed by all members of teaching staff on request.

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