

# Assessment Policy

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Reviewing Panel: Standards, staffing and curriculum (SSC)

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### **Rationale:**

The aim of this policy is to ensure that the Woodlands School processes of assessing, recording and reporting are consistently implemented by all teachers in all departments to enhance the performance of individual students.

### **Assessment:**

Assessment can take two forms:

Assessment **of** learning also known as **Summative** assessment.

Assessment **for** learning also known as **formative** assessment.

### **Assessment of Learning:**

Assessment **of** learning tends to be summative and is carried out every **term**. The teacher undertakes this kind of assessment to judge how well a student is performing. Current GCSE level working grades (or equivalencies) are entered into the PAM electronic mark books, for Key Stage 4, and then extracted into SMID. For KS3, pupils are assessed against a set of Key Knowledge and Skills (KKS) objectives, specific to each subject, and awarded a WTS (working towards expected standard); EXP (expected standard); GDS (greater depth) grade for each objective. Assessment **of** learning can contribute to assessment **for** learning by giving students the opportunity to:

- mark, moderate and review test papers;
- review their performance against the test criteria and set personal targets;
- devise future test questions.

Assessment **of** learning should not take place without reference to assessment **for** learning and when giving students the results of any assessment formative feedback should always also be given.

### **Assessment for Learning:**

Assessment **for** learning is **formative** in nature and planned opportunities for AfL are an essential feature of lessons. *'Assessment **for** learning is the process of seeking and interpreting evidence for use 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)

### **Assessment maybe used for a variety of purposes. It may be:**

- **Formative** - recording what has been achieved, what needs to be done next and setting realistic targets.
- **Summative** - recording a pupils overall achievement
- **Diagnostic** – identifying a learners strengths and weaknesses thus enabling appropriate guidance and support to be provided throughout the course
- **Evaluative** – helping to clarify curriculum aims and providing information that would help evaluate the effectiveness of the curriculum and the associated teaching strategies
- **Informative** – providing information for a learner Record of achievement and for reports to parents/guardians (with reference, where appropriate, to levels of attainment).

Above all assessment should aim to motivate by involving pupils in the learning process through self-assessment and dialog with the teacher, recording positive achievement, ensuring pupils are fully aware of the criteria for success and establishing clear, achievable targets

Every member of staff has the responsibility of delivering this Policy.

### Feedback on pupils' work:

(see Whole School Feedback policy)

### Assessment Tasks:

All Departments have in place a minimum termly Assessment Task for all subjects/courses at Key Stage 3 and Key Stage 4. Head of Departments are responsible for ensuring that these tasks are in place. The assessment of these tasks should inform the current and forecast grades entered in line with the School assessment calendar.

Assessment Tasks can take a variety of forms:

- Class based assessment under test conditions.
- Independent learning project completed over a number of lessons.
- Practice GCSE exam question completed under test conditions.
- NEA (non-exam assessment) where this forms a part of the GCSE course.

Assessment Tasks must be assessed by the teacher within two weeks of completion.

This assessment must include:

- GCSE/vocational equivalent grade (KS4).
- WTS/EXS/GDS mark (KS3)
- **Formative** comment focusing on what the student needs to do to improve their level / grade and further steps.

### Assessment windows:

Formal assessment windows are calendared in advance of each school year. Assessment windows are shared with staff, parents & pupils in advance of the academic year to allow staff to plan effectively and to allow parents and pupils to anticipate and plan for revision.

Signed:  \_\_\_\_\_

Head Teacher

Date: 4<sup>th</sup> March 2024 \_\_\_\_\_

Signed:  \_\_\_\_\_  
Chair of Governors

Date: 4<sup>th</sup> March 2024 \_\_\_\_\_

