



Assessment Policy

Statement of intent

The purpose of this policy is to:

- To support students in their learning.
- To help students diagnose their own strengths and weaknesses.
- To help teachers plan effectively for the learning of the individual pupil.
- To help teachers match the teaching and learning to the needs of individual students.
- To assist in diagnosis, to monitor progress, identifying students requiring additional support and/or challenge, enabling suitable remedial and extension work to be put into place.
- To assist the teacher in making formalised teacher assessments.
- To support teachers in the evaluation of the curriculum.
- To consider the extent to which teaching and learning objectives have been met.
- To adjust teaching approaches accordingly.
- To provide information for a range of interested parties.
- To recognise and demonstrate student progress.
- To assist in monitoring and evaluating the effectiveness of teaching and learning in the College.

Approved by: Mike Porter Date: 01/09/2020

Chair of Directors Edward Morris Date: 01/09/2020

Review Date: 01.09.2021

1. Definitions

1.1 Assessment is the judgement made about a student's attainment gained through techniques such as observation, questioning, marking pieces of work and testing.

1.2 Recording is the selection and retention of significant and relevant information on the individual experience and achievement, which indicates what the student knows, understands and is able to do.

1.3 Reporting is the communication of significant and relevant information on the individual student's experience and achievement.

2. Objectives

2.1 Assessment, recording and reporting focuses on the needs of the student, of teachers and of the College and should:

- offer all students an opportunity to show what they know, understand and can do;
- be supportive, formative and diagnostic, identifying specific skills and abilities, helping students to understand what they can do and what they need to develop;
- recognise that the curriculum does not encompass all learning; there is a wider aspect to a student's personal and social development
- be based on a considered view of what learning should be assessed in each subject or area of experience;
- relate to shared learning;
- advance the learning process;
- inform planning for future learning and aid the setting of appropriate targets and next steps to overcome learning barriers;
- help parents to be involved in their children's progress;
- provide the College with information to evaluate the work of the College.

2.2 Assessment embraces any evaluative observation or measurement of the performance of individual students, or groups of students, in any aspect of educational provision made by the College. Appropriate methods should be chosen with regard to the reason for the assessment and type of information being sought. A variety of different assessment procedures will be used.

3. Assessment of learning

3.1 This tends to be summative assessment and is carried out on a monthly basis, or at the end of a unit, term or key stage. Conclusions will be reported in terms of Functional skills levels and points progress. These may be set alongside national standards, so that performance can be evaluated against that of others. These assessments also allow the College to track progress over time. The strategies used here will include:

- SMT meetings to assess progress in Maths and English. Heads of department will then take back the assessment information to guide future planning
- Examinations and tests
- Levelled or graded responses to assignments and practical activities.

4. Assessment for learning

4.1 Assessment for learning is formative in nature and takes place all the time in the classroom. It is something more than routine ongoing assessment involving marking and

feeding back judgements. It is bound into next steps, looks forward as well as backward, and is closely allied to forward planning.

4.2 An agreed generic marking scheme has been adopted to enable pupils to understand their next steps.

Mark Scheme

| | | | |
|-----------|---|----------------|------------------------------------|
| LO | Learning Objective (Written or verbalised) | SCV | Success criteria achieved. |
| D | Next steps shared verbally with student | T | Next steps recorded on school work |
| SP | Spelling corrections required | P | Punctuation to check |
| C | Capital letters to check | E | Editing and improving required |
| ▪ | Error to check | √ | Question correct |

- 4.3** The strategies used here will include:
- sharing learning objectives with students
 - questioning students to check understanding
 - helping students to know and recognise the standards they are aiming for
 - involving students in peer and self-assessment
 - providing positive and constructive feedback which leads to students recognising their next steps and how to take them
 - providing time for students to reflected on what they have learnt.
 - involves the teacher adjusting teaching to take account of the results of assessment

5. Record Keeping

5.1 There is a professional duty to both maintain and use records. Records will include:

- written records made by the teacher and by the student
- departmental records
- observation sheets
- progress records for Maths and English
- the College's report to parents
- individual portfolios containing a carefully selected and annotated cross-section of each student's work that is regularly reviewed and used both to assist in monitoring progress and to support end of key stage assessment
- student comments

6. Feedback

6.1 Each piece of student work and each specific activity must be seen to be valued, viewed by teachers and commented upon. Marking must be frequent, consistent and helpful.

6.2 Marking is not merely a matter of grading and correcting. It should relate to the learning objectives shared with the students. Comments written on work are important and there should be a positive comment on what has been done well and targets set to aid future improvement.

7. Grading of Work

7.1 It is more important to give a well-considered comment on work than to give simple grades. Comments should give praise and recognition where appropriate, but must also identify areas for improvement expressed as specific, short term targets that will aid progress.

8. Entry Policy for External Examinations

8.1 The vast majority of courses operating in key stage 4 will offer externally accredited certification.

8.2 In exceptional circumstances (e.g. after prolonged absence/failure to complete coursework) it may be relevant to consider non-entry for the original award. Decisions on such cases will be made by the relevant subject co-ordinator in consultation with the Head Teacher.

9. Measuring Attainment and Progress without National Levels

9.1 Students arrive at College, with ability levels ranging from within P Scales all the way up to GCSE level. To measure attainment and to show progress terms such as: EMERGENT; WITHIN, SECURE and SECURE + are used when looking at each stage of the P Scales; Functional skills work and GCSE level work. (With this linear scale... progress can be shown in terms of points increments) (See below)

| NORTON COLLEGE PROGRESS SCALE | | | |
|-------------------------------|----|------------------|----|
| Below P4 | 2 | | |
| P4 | 4 | WL1 | 42 |
| P5 | 6 | W+L1 | 44 |
| P6 | 8 | SL1 | 46 |
| P7 | 10 | S+L1 | 48 |
| P8 | 12 | EL2 | 50 |
| EE1 | 14 | E+L2 | 52 |
| WE1 | 16 | WL2 | 54 |
| SE1 | 18 | W+L2 | 56 |
| S+E1 | 20 | SL2 | 58 |
| EE2 | 22 | S+L2 | 60 |
| WE2 | 24 | GCSE G GRADE 1 | 62 |
| SE2 | 26 | GCSE F GRADE 2 | 64 |
| S+E2 | 28 | GCSE E GRADE 3 | 66 |
| EE3 | 30 | GCSE D GRADE 4 | 68 |
| WE3 | 32 | GCSE C GRADE 5 | 70 |
| SE3 | 34 | GCSE B GRADE 6 | 72 |
| S+E3 | 36 | GCSE A GRADE 7 | 74 |
| EL1 | 38 | GCSE A* GRADE 8 | 76 |
| E+L1 | 40 | GCSE A** GRADE 9 | 78 |

| | |
|-----------|---|
| E | Emergent |
| E+ | Emergent plus |
| W | Working within |
| W+ | Working within plus |
| S | Secure |
| S+ | Secure plus (Examination passed) |