

Caerleon Comprehensive School  
*Ysgol Gyfun Caerllion*



# **Official School Policy**

## **Assessment Policy**

Adopted: February 2011

Reviewed: May 2014

Next Review: May 2017

## Policy Revision History

This document is a Non Statutory Official School Policy of Caerleon Comprehensive School.

This Policy was formally adopted by Caerleon Comprehensive School on 17<sup>th</sup> February 2011

Signatories: \_\_\_\_\_ (*Headteacher*)      \_\_\_\_\_ (*Chair of Governors*)

PRINT: \_\_\_\_\_

Date	Revision	Amendment	Author	Approved by
17/02/2011	A	Existing Policy	RHH	Policy Committee 02/02/2011
22/05/2014	B	Review	RHH	Policy Committee 22/05/2014

### Annotation Key for this Document

RHH Mrs R Hughes, Deputy Headteacher

### Policy Administration, Owners and Contributors

The nominated person in school responsible for the on-going maintenance and administration of this policy is:

Mrs R Hughes, Deputy Headteacher

This policy has been developed in the school by

- Governing Body's Policy Committee
- Headteacher
- Deputy Headteacher

## **POLICY DETAIL**

### **1 Fundamental Principles**

- Assessment of any kind should ultimately improve learning.
- Assessment methods should enable progress in all important learning goals to be facilitated and reported.
- Assessment procedures should include explicit processes to ensure that information is valid and is as reliable as necessary for its purpose.
- Assessment should promote public understanding of learning goals relevant to students' current and future lives.
- Assessment of learning outcomes should be treated as approximations with the understanding that 'best fit' judgements are used.
- Assessment should be part of a process of teaching that enables students to understand the aims of their learning and how the quality of their achievement will be judged.
- Assessment methods should promote the active engagement of students in their learning and its assessment.
- Assessment should enable and motivate students to show what they know, understand and can do.
- Assessment should combine information of different kinds, including students' self-assessment, to inform decisions about students' learning and achievements.
- Assessment methods should meet standards that reflect a broad consensus on quality at all levels from classroom practice to national policy.

### **2. From principles to process**

Key stage schemes of work must:

- indicate the assessment opportunities, both formative and summative, and the appropriate strategies to be used.
- involve all staff and reflect school targets.
- plan for progression throughout the key stages and ensure that they contain clear learning objectives.
- indicate opportunities to develop key skills **and** strategies for their assessment.

- identify assessment opportunities, and teachers must:
  - recognise the ranges/abilities and learning styles/dispositions within the class;
  - take account of agreed priorities for what will be assessed in depth;
  - recognise that not all learning needs to be assessed;

### 3. From principles to practice

#### **Classroom assessment will be effective when teachers:**

- gather evidence of students' learning through a range of strategies which could include questioning, observation, discussion and a study of products relevant to the learning goals.
- involve students in discussing learning goals and the standards of work expected.
- recognise the contribution made towards the assessment process by other adults working in the classroom.
- use assessment to advance students learning by:
  - adapting the pace, challenge and content of activities;
  - giving feedback to students about how to improve their work, providing time for students to reflect on their work, providing the opportunity for them to make their improvements and record where appropriate;

#### **Classroom assessment will be effective when students;**

- know and use the criteria for the standards of work they should be aiming for.
- offer and receive comments from their peers on the quality of their work and how to improve it.
- reflect on how to improve their work and take responsibility for it.

#### **4. Summative use of assessment**

##### **Summative assessment will be effective when teachers:**

- realise that summative judgements are required only when necessary to check and report progress.
- base their judgements of students learning outcomes on a range of types of activity. These should be suited to the subject matter and age of students and should include a variety of specific assessment tasks.
- regularly take part in standardisation activities to reach agreement on levels or grades across key stages by creating and using portfolios of students' work.
- regularly take part in moderation discussions, with each other, of students' work in order to align judgements of levels or grades when these are required.

##### **Summative assessment will be effective when students:**

- are aware of the criteria by which their work over a period is judged.
- are aware of the evidence used and how judgements of their learning outcomes are made.
- are helped to use the results of assessments to improve their learning.

#### **5. Recording evidence**

##### **Record keeping and evidence is useful when teachers:**

- keep records that are manageable, are able to track and report on students' learning, in line with whole school/departmental policy.
- use professional judgements in deciding what needs to be recorded, what should be noted informally and which assessments should be used to plan next steps in learning without recording.
- use records from previous teachers in planning work for the class or individual students.
- record significant progress and achievements on the basis of agreed criteria, such as learning goals linked to the National Curriculum.

## **6. Reporting to parents and carers**

### **The reports to parents and carers are successful when they:**

- provide clear information, which the recipient can understand, about their child's progress.
- receive written and oral reports that identify the next steps for their child to progress as well as providing information about assessment processes to ensure confidence in teachers' assessment.
- are sent at times which allow appropriate action or discussion to take place and thereby provide opportunity for teachers, parents and carers to work on the next steps and jointly review progress.
- meet statutory reporting requirements such as the provision of comparative data at the end of a Key Stage 3.

## **7. Reporting Process**

- End of year report – completed after examinations and includes a general comment on the student's progress and attainment in the subject. A student specific target is also included for each subject.
- From September 2014 each subject in KS3 will comment on the student's progress in Literacy and Numeracy. These comments are linked directly to the National Literacy and Numeracy Framework.
- Progress Checks and Target Setting (PCTS)  
These are completed for each student indicating an end of Key Stage target level (KS3) or grade (KS4). This is not a predicted grade but a realistic, achievable target based on the student's prior attainment and teacher judgement. The PCTS will also give an indication of student progress, effort and behaviour in the subject and will be sent to parents. The information will be valuable for the Heads of Department and Heads of Year

## **8. Using assessment information to monitor progress towards meeting learning goals.**

### **Monitoring school improvement through assessment information is effective when:**

- there are high expectations of students.
- there are learning goals set in relation to an analysis of students' attainment in the cohort.
- there is consideration of performance of different groups of students. These will include comparisons of boys and girls, ethnic groups, looked after children, additional learning needs including students with disability.

- there is consideration of performance of different teaching groups and subjects.
- there is consideration of year on year trends which are related to benchmark information, and compared with both local and national data.
- there is consideration of added value, contextualised and predictive data.

## **9. Transition**

### **Transition arrangements include:**

- managing and co-ordinating transition
- joint curriculum planning
- assessment and monitoring
- evaluation of the impact of policy and improvement initiatives on standards
- student well-being
- cluster moderation of KS2/KS3 teacher assessment in the core subjects.

## **10. Evaluation**

### **Whole school evaluation of assessment practice will be effective when:**

- the school produces an annual calendar of assessment arrangements e.g. summative testing and reporting deadlines.
- procedures are in place to monitor and evaluate all aspects of assessment, recording and reporting practice, which contribute to whole school evaluation.
- as part of the annual review cycle each department will produce a self-evaluation report which will comment on the effectiveness of its assessment practice. This contributes towards the whole school evaluation.
- the principles and practice outlined in this policy are regularly reviewed and updated with governors, parents and carers, teachers and the student voice.

## **11 Feedback and Complaints**

We welcome any comments or suggestions you may have about the policy. If you want to make any comments about this policy or if you require further assistance or need to make a complaint, then initially this should be addressed to

The Headteacher, Caerleon Comprehensive School, Cold Bath Road, Caerleon, Newport  
NP18 1NF

By phone: 01633 420106

By email: [caerleon.comprehensive@newport.gov.uk](mailto:caerleon.comprehensive@newport.gov.uk)

If you are not satisfied with the assistance that you get or if we have not been able to resolve your complaint and you feel that a more formal complaint needs to be made; then this should be submitted in writing to the school addressed to: The Chair of Governors, Caerleon Comprehensive School.