

# ASSESSMENT POLICY

## Context

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Effective assessment lies at the heart of effective teaching and learning. An accurate knowledge of what students are capable of and achieve is essential if teachers are to support students in their learning.

### TEACHER ASSESSMENT

Teachers are required to regularly assess each child's progress. These assessments are made against the level descriptions in the National Curriculum. Teachers should use their knowledge of a child's work to judge which level description best fits a child's performance across different contexts. Up-to-date records must be kept of each child's attainment and it is useful to keep samples of the student's work as evidence of attainment.

### ASSESSMENTS TEACHERS MAKE

There are three types of assessment that should be made. They correspond to, and provide information that will assist with, short-, medium- and long-term stages of planning. You will need to know the purpose and nature of each of them because, depending on the timing and length of employment in a school, you may be required to carry out all of them.

- **Formative assessment (TA) Assessment for Learning**
- **Summative assessment (TA) Assessment of Learning**
- **National Curriculum tests and tasks Assessment of Learning**

### THE DIFFERENCE BETWEEN 'ASSESSMENT FOR LEARNING' AND 'ASSESSMENT OF LEARNING'

Assessment for learning is the process of using classroom assessment to improve learning, whereas assessment of learning is the measurement of what student can do. In assessment for learning:

- teachers share learning targets with student;
- student know and recognise the standards to which they should aim;
- there is feedback that leads student to identify what they should do next in order to improve;
- it is assumed that every child can improve;
- student review and reflect on their performance and progress with teachers and they develop skills in peer and self-assessment.

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## Regularity of Assessment

At Ratton we recognise that students are assessed in a variety of ways, both formally and informally and with differing degrees of regularity. We define the different regularity of assessments as follows;

### Short-term assessment

Short-term assessment is a continuous process and should be part of your day-to-day work with the class. It also informs your planning ('formative assessment'). It helps you to make judgements about student's progress against targets you have set for (and with) them. Because progress is being assessed over short periods, these targets will be expressed in much smaller steps than NC levels. You will undertake short-term assessments informally in every lesson. You will use them to give you information that will help you to adjust subsequent lesson plans and to brief adult helpers.

You can use a variety of methods to assess students' learning in the short term. These include:

- assessing progress against shared differentiated learning outcomes;
  - observing students;
  - noting students' reactions to work;
  - discussing work and asking questions;
  - setting assessment activities;
  - using mini plenaries during/at the end of a lesson.
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### Medium-term assessment

This occurs when marking and monitoring students' work, provide constructive oral or written feedback that acknowledges their successes, curricular targets helps them see what they need to do to improve further and sets them targets to achieve. These medium-term assessments should be recorded by the teacher and the student to inform future planning.

### Long-term assessment

Long-term assessments are made to review and record the progress students are making against the key objectives. Doing this approximately every half-term will allow you to judge students' progress over time and against any individual targets, including those in IEPs. It will also help you to plan work for the next half-term.

Status	Recommended
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## Purpose

The purpose of this policy is to establish the principles underlying assessment at Ratton and outline the roles and responsibilities with regard to assessment at the school.

Consultation	<ul style="list-style-type: none"><li>• Teaching Staff</li><li>• Middle Leaders</li><li>• Governors</li><li>• Leadership Team</li><li>• Unions</li><li>• LEA</li></ul>
Relationship to other policies	<ul style="list-style-type: none"><li>• Marking for Learning Policy</li><li>• Reporting Policy</li><li>• Planning for Learning</li></ul>
Relationship to standard operating procedures	<ul style="list-style-type: none"><li>•</li></ul>

Role	Responsibility
Governors	<ul style="list-style-type: none"><li>• Ensure structures are in place to support the effective implementation of this policy</li><li>• Regularly monitor and review the effectiveness of this policy</li></ul>
Headteacher	<ul style="list-style-type: none"><li>• Ensure wide consultation for the inception of this policy</li><li>• Ensure structures are in place to support the effective implementation of this policy</li></ul>
Assistant Headteacher for Assessment, Recording & Reporting	<ul style="list-style-type: none"><li>• Take a lead in establishing the principles underlying effective assessment</li><li>• Ensure students are set challenging yet realistic year and end of key stage targets based on prior attainment</li><li>• Provide accurate data to enable effective monitoring of progress of individuals and groups as appropriate</li><li>• Collate and monitor a whole school assessment map</li><li>• Work with Learning Leaders and Curriculum Leaders to monitor student progress</li></ul>
Learning Directors	<ul style="list-style-type: none"><li>• Monitor assessment procedures in their community and ensure standardisation and reliability</li><li>• Oversee the implementation and development of APP frameworks in their community</li></ul>

Data Manager	<ul style="list-style-type: none"> <li>• Manage the collection of student data in accordance with the school assessment map</li> <li>• Produce analyses to enable effective tracking to take place</li> <li>• Create mark books for appropriate audiences</li> <li>• Structure mark books so that they are logical and easily accessible</li> </ul>
Curriculum Leaders	<ul style="list-style-type: none"> <li>• Ensure that a departmental assessment policy exists supporting whole school principles</li> <li>• Establish and monitor departmental assessment procedures and activities (short, medium and long term)</li> <li>• Ensure assessment data is entered on to the system in accordance with deadlines on school assessment map</li> <li>• Organise moderation exercises to ensure that assessments are consistently marked</li> <li>• Identify students within their curriculum area who are underachieving and plan appropriate intervention</li> </ul>
Learning Leaders	<ul style="list-style-type: none"> <li>• Track student progress in their community using assessment data</li> <li>• Identify students within their community who are underachieving across a range of subjects and intervene appropriately</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Assess students as part of the learning process (short term assessment) within lessons and/or through the plenary</li> <li>• Mark students' work and provide formative feedback (curricular targets) to enable them to make progress</li> <li>• Assess students holistically using a range of evidence at APP moments, as identified on school assessment calendar</li> <li>• Enter assessment grades/levels on mark sheets to published deadlines</li> </ul>

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### Arrangements for Monitoring and Evaluation

Date established by Governing body:	9 February 2010
Date for full implementation:	9 February 2010
Date of review:	February 2012

## ANNEXES

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- School Assessment Map