



*Have faith... believe you can*

## **St John the Baptist School**

### **Assessment Policy**

SJB believes that assessment is at the heart of effective teaching and learning and this therefore has a positive impact and standards are raised. Our assessment procedures recognise the individuality of all children, taking a positive view and recognising that praise and success are great motivators in the learning process.

#### **Principles:**

Assessment is based on and matched to clear learning objectives which is shared with other teachers, students and parents.

At SJB we seek to assess the students' learning in terms of:

- The knowledge, concepts, skills, strategies and attitudes they have developed.
- Their attainment within the National Curriculum and GCSE.
- Their wider achievements, both curricular and social.

At SJB we give all students every opportunity to show what they know, can do and understand by:

- Using a variety of assessment techniques to gain a wide range of evidence.
- Using national standardised tests and tasks.
- Considering the needs of all students.
- Developing a marking policy, which ensures communication between student and teacher and consistency throughout the school.

## **Purposes:**

### **Effective progress reporting and target setting will enhance the learning of our students because Assessment:**

- actively involves the students in their learning through discussion, provision of information about progress and ensuring students are aware of the purposes of teaching.
- motivates the students through success/achievement.
- highlights strengths and weaknesses together with strategies to manage them.
- provides reliable and credible information to support continuity and progression in the learning process.
- provides valid information to assist with setting individual student targets.
- aids and supports the teachers in evaluating their teaching:
- indicates strengths and weaknesses in the content of the teaching programme
- indicates the next steps in the teaching programme
- indicates strengths and weaknesses in the method of the teaching style
- identifies students who require support and students who require extension
- provide information for others: Students, Parents & Teachers
- assists transfer to the next year or next school
- Provides guidance and/or referral to outside agencies - LA, OFSTED, and DfES

## **Types of Assessment:**

- Formative assessment enables the positive achievement of students to be recognised and informs decisions taken about the next appropriate stage of learning.
- Diagnostic assessment enables learning difficulties to be scrutinised and classified so that appropriate support or strategies can be provided.
- Summative assessment records the overall achievements of the student in an orderly way. This would be presented in an annual report to parents.
- Evaluative assessment is the means by which some schoolwork can be measured and reported on, allowing teachers to evaluate the effectiveness of teaching methods and schemes.
- Synoptic assessment is the means by which, usually at the end of the Key Stage, assessment covers aspects across the whole Key Stage.

## **Assessment at SJB:**

### **Teacher Assessment**

Assessment is a continual process and would be an integral part of the normal teaching and learning activities in the classroom. Therefore planned opportunities for assessment would be incorporated in both medium and short term curriculum planning.

Examples of possible teacher assessments are:

- Discussion with an individual or group of students
- Observation of a specific task
- Supervision of a group involved in recording their observations, where specific knowledge is required to fulfil criteria e.g. written work/computation/drawings etc.
- Listening as students report their findings and ideas for example in a plenary session.

Each student is assessed in relation to criteria given by statements from the programme of study of the National Curriculum or from the level descriptions. Evidence required for this assessment process will be a selection of the following:

- Work in a student's exercise book
- Samples of work produced specifically for an assessment
- A teacher's written dated comment of a student's individual or group performance in an assessment situation. This relies totally on the experienced, professional judgement of the teacher, supported by the planning procedure and participation in moderation activities.
- Standardised and Commercial Assessment
- Progress Tests and optional SATs
- Key Stage 3 tests, May (Year 9)
- GCSE examinations
- BTEC assignments
- AS/A2 Level examinations; BTEC assignments

### **Frequency of Assessment:**

The students' progress is monitored against specific learning objectives as identified in the lesson plans and schemes of work; personal and social skills are continually observed. Summative assessment takes places at clearly specified times.

- Each academic year has yearly examinations and also undertakes smaller module/unit tests throughout the year. The dates of these are controlled by HODs.
- Curriculum Planning and Assessment. There must be evidence of assessment in curriculum planning and how the evaluation of this assessment feeds in to daily planning to enable differentiation to take place effectively.

**The success of the learning process is measured by regular and ongoing assessment. Provision for assessment should be built into long, medium and short-term plans as follows:**

- Long term plans. The school has a long-term curriculum overview, which ensures coverage of all Programmes of Study and progress and continuity within every subject.
- Medium term plans. These should show learning objectives; planned activities (can show possible differentiation); resources and assessment criteria or activities. Such plans can be an adaptation of QCA schemes of work.
- Short term plans. These should show the learning objectives for lessons; differentiated activities; what/who to be assessed, evaluation of the assessment and key questions and vocabulary.

### **Ensuring accuracy and consistency of teachers' assessment:**

A moderation process is required that ensures:

- Discussions are held between teachers to decide what constitutes evidence of attainment.
- Agreement trials are held within the school.
- A school portfolio of moderated work is used as a reference document for all teachers in the school, to include the entire range of National Curriculum levels and grades at GCSE.

### **Target setting:**

Targets are negotiated by student and teacher to ensure those personal, social and emotional achievements, organisational skills, self-discipline and attitudes are considered alongside the academic achievements of each individual child. Such achievements are recognised in several ways for example:

- By praise and encouragement
- House Points
- Nominations Star Badges
- Informing parents
- Awards evening

Targets can be set for different groups, for example:

- Individual Student Targets - can be social/behavioural but must include academic targets (based on diagnostic, summative and formative assessment)
- Group Target Setting – example, one group may be targeted for full stops (based on formative assessment)
- Cohort Target Setting – (based on analysis of summative and evaluative assessment)
- School Target Setting – should be based on all of the above and is done to meet the requirements as set out for whole school targets.

### **Recording and tracking:**

Record keeping and assessment provide the mechanism through which teachers can focus on the needs and attainment of each student. It is essential that the information recorded should be absolutely necessary, relevant and useful.

The recording process is based on evidence from:

- Observation
- Listening
- Questioning
- Selecting examples of students' work
- Marking
- Setting tasks/tests

### **We keep records:**

- To record the students' progress and ensure that the curriculum plans guarantee continuity and progression through the programmes of study from class to class.
- To provide teachers with information which enable plans and schemes of work and the allocation of resources and teaching methods to be evaluated and modified where appropriate.
- To provide information when students change to a different phase of schooling, Key Stage 3 to GCSE or GCSE to sixth form.
- To provide information when students move to another school.
- To provide feedback to students as well as forming a basis for discussion about their strengths, weaknesses and areas for future focus.
- To provide evidence. This will be used as a basis for discussion with parents about the attainment and achievement of the students.
- To provide material to be used in discussion with governors, the LA, OFSTED, DfES and other outside agencies about the overall performance of groups of students of the whole school.

## **Reporting:**

The education of the students is considered to be a three-way partnership between parents, students and teachers. To support this, regular opportunities, both formal and informal, are provided for the student's progress, attainment and achievement to be reviewed.

Formal reporting takes the following forms:

- Annual consultation evenings where parents are offered a time for personal discussion with the teachers, to discuss progress and achievement within the year
- Three termly progress reports.
- At the end of Key Stage 4, additional information must be provided with the results of the Standard Assessments Tests and Tasks. Comparative school and national level information must also be provided at this time.
- A summary of school results is made available to governors, LEA, OFSTED and DfES according to statutory regulations.
- The school prospectus contains the above information and is available on the school website [www.sjb.surrey.sch.uk](http://www.sjb.surrey.sch.uk)

## **Monitoring:**

The process of monitoring and evaluating the curriculum is the responsibility of HODs for their subject area assisted by the attached member of SLT. For all subjects the following process enables monitoring to take place:

- Annotated work samples illustrating the range of ability in each class are examined and moderated by teachers.
- HODs select an appropriate selection of examples for each level of attainment and
- mount them in a portfolio.
- The portfolio is available to all teachers for the purpose of moderating their own class assessments.
- The examples of work displayed in the portfolio should be updated as appropriate.
- Subject teachers should mount displays of work for their subject to celebrate the good work done by the students and promote interest and enthusiasm in the achievement of high standards;
- HODs collect 'key' examples of work to illustrate progression.

SJB's aim is for every student to achieve his/her own potential. By assessing, monitoring and evaluating the work we do as an integral part of planning and delivering the curriculum, we are ensuring that we achieve this aim. However the assessment process must not detract from valuable teaching time. If assessment is an integral part of the teaching process, students are experiencing a teaching and learning environment in which they are able to achieve a potential that is under constant review.

Policy reviewed : September 2016

Date of next review: September 2017