



Policy Document:
Assessment Policy

As adopted by the Governors of North Ridge
High School.

Date Written:

January 2010

NORTH RIDGE HIGH SCHOOL
ASSESSMENT POLICY

The assessment process is part of effective planning and is central to classroom practice.

Assessment is a key professional skills required of all teachers at North Ridge.

AIMS

The specific aims of the policy are to:

- Monitor and evaluate the learning programmes offered to pupils.
- Ensure curriculum methodology and resources match the pupils' individual needs and how they best learn.
- Recognise pupil achievement .
- Identify the prior learning and any particular difficulties pupils may experience to support accurate curriculum planning that supports pupils in making the next step in learning.
- Provide clear measurable targets for pupils.
- Report progress and achievement to pupils, parents and other professionals within the school.
- Inform other professionals working with the pupil.
- Satisfy statutory and legal requirements.
- Provide information for statements of special needs and the annual review.
- Provide information on pupils' progress for the purpose of self evaluation.
- Develop the capacity for self [and peer] assessment;

OBJECTIVES

The aims will be met by ensuring that:

1. Assessment is an integral part of the planning and its implementation.
2. The personal, social and physical development of the pupil is considered.
3. Where appropriate the mode of presentation and operation enable the pupil to understand the task and respond.
4. All pupils have the opportunity to demonstrate their achievements.
5. Decisions about pupil performance are accurate, fair and consistent.
6. Pupils and parents are whenever possible involved in the formative process.
7. There is an opportunity for regular moderation of standards within the school and outside of the school.

FORMATIVE ASSESSMENT

Curriculum and assessment planning

The school has long, medium and short term curriculum plans that match the curriculum taught to the pupils in the school.

Teachers' medium term plans contain clear learning objectives within the context of the National Curriculum programmes of study and the national strategies. Achievement of these objectives will be recognised through assessment opportunities.

Teachers' short term planning identifies clear learning objectives for lessons and differentiates the curriculum to take into account pupils' abilities. This may be for individual pupils or small groups.

Assessment is made using the following techniques: questioning, observations, discussion, and consideration of recorded evidence - pictorial, written, scribed, keyboard, video recording, audio recording or photographs.

Pupils take part in setting personal targets and assessing the achievements of these targets each term.

In Key Stage 4 pupils are assessed in Mathematics, English, Science, ICT, P.E. and Drama by the standards and methods identified by the Examination Board and ASDAN.

In 6th Form the students will be assessed against the standards and methods identified by the ASDAN, OCR National Skills Profile and ALL Programme.

All the work is moderated by the required methods identified by each examination board.

The teachers will moderate pupils' work in the sixth form department as part of the requirements of the National Skills Profile and ASDAN Programme.

Moderation of pupils work by the teachers across the school takes place termly.

RECORDS AND EVIDENCE

Teachers use professional judgements in deciding what needs to be recorded, what should be noted informally and which assessments should be used to plan the next steps in learning without recording.

Pupils entering Year 7 are based lined against the p levels using B Squared small steps.

Each pupil has an individual Record of Achievement. This should reflect progress and achievement and should contain:

- Annotated work/ evidence which is regularly reviewed.
- They should be selected collaboratively by the teacher and the pupil.
- Photographs, certificates, badges and similar evidence of personal achievement, narrative comments on personal development.
- Information of educational, social and physical progress with appropriate evidence.

The record of achievement belongs to the pupil but remains in school until Year 14.

ASSESSMENT AND MONITORING

The Deputy Head and Head Teacher monitor short term planning in order to ensure that assessment opportunities are identified and that information gathered affects the next steps in pupils' learning.

The Deputy Head Teacher monitors long term planning.

Progress towards p levels is monitored using B Squared Small Steps. We are able to monitor percentage progress termly.

The Head Teacher and Assistant Head Teacher (KS4) are responsible for assessment, recording and reporting.

All teachers are observed teaching by the Head Teacher, Deputy Head Teacher and Heads of Department.

SUMMATIVE ASSESSMENTS

Statutory assessments

All pupils in the school have been assessed for statutory Statements of Special Educational needs.

Consistency in Teacher Assessment

Baseline and end of Key Stage assessment judgements are consistent with shared understanding of standards developed amongst colleagues through informal support as well as moderation tasks.

Teachers share planning across departments.

Teachers use exemplification standards provided by the examination boards to gain an understanding of standards. Work is moderated internally and externally.

Recording of Assessment

Records of pupils' achievement should be readily accessible when requested and written with an awareness of the audiences' level of understanding e.g. parents, governors, colleagues and other professionals.

They should include:

1. A summary of the level of achievement of specific individual targets
2. Levels achieved/ visited in the National Curriculum
3. Results of tests

Reporting Assessments

We report in the following ways:

1. Through annual reviews
2. Discussion at parents' evenings
3. Annual reports
4. Annual Governor report to parents- including p levels, pupils' accreditation achievements
5. IEP meetings

Transfer of pupils

The DFCS Statutory transfer record is used to pass on information when pupils move between schools.

The Connexions advisor is actively involved in preparing the transfer of students to post 16 institutions. Detailed records are completed to the requirements set by the LSC.

Using Assessment information for School improvement

P levels are used to set targets on an annual basis

AREAS FOR DEVELOPMENT

1. To develop the range of data and presentation on a whole school basis, including ethnic and gender data, to evaluate individual, group and school performance targets.
2. To ensure effective use of CASPA data.
3. To improve moderation of pupils' work.

NORTH RIDGE HIGH SCHOOL

DRAFT MARKING POLICY

MARKING AND FEEDBACK

Teachers mark pupils work and provide oral feedback promptly and regularly.

Marking and feedback is used to ensure that pupils understand their achievements and know what they need to do to make progress and promote understanding of goals and criteria.

Marking and feedback should be sensitive and constructive;

Marking should foster motivation.

Teachers use the information gained together with other information to adjust future teaching plans.

The task of marking work may be delegated to teaching assistants. Marking should be neat and any feedback spelt correctly using upper and lower case writing appropriately.

DEFINITION

Marking is written marks on pupils' work. In most cases will be done by the teacher or teaching assistants. Written work, practical activities and work produced on the computer will all be marked.

PURPOSE OF MARKING WORK

To improve learning;

To encourage pupils;

To raise expectations;

To help pupils to understand when they have to correct work;

To inform parents and staff of pupils' performance;

To show the work has been read.

GUIDELINES FOR MARKING AT NORTH RIDGE

1. Colour of pen

Red pen should not be used. Black or blue pen is preferred.

2. Comments on writing

Comments should be readily understood- clear printing, symbols can be used. In most cases staff maybe annotating work rather than marking (e.g. work completed with assistance from required verbal prompting) The pupils may also receive a stamp saying "well done". They will also be provided with guidance on how to improve their work or why it is of a high standard

3. How frequently should we mark?

- When pupils are using skills already acquired, rather than when a skill has only just been introduced.
- Marking each piece of work presented should give the message to the pupils that we have high expectations.
- Marking should be done regularly and as soon after work is completed as is realistic for the staff involved.

4. When does marking take place?

It should take place in the classroom where the pupils can be involved if necessary and on the same day as the activity is carried out.

5. Involvement of pupils.

Pupils need to be involved in the marking process. Teachers will know which pupils can cope with returning to a piece of work after some time.

6. Grades, symbols, stickers, certificates

The rewards given to the pupils will vary according to the appropriateness for the age group and level of cognitive ability.

7. Parental involvement

The method of marking will be explained to parents/ carers when they look at their child's work at parents evening.

8. Recognition by other staff

Work is shared in class teams by all the staff. Good work is shared with the Heads of Department, Deputy Head Teacher or Head Teacher prior to receiving certificates.

9. How do parents share work?

Parents share work at parents' evenings and annual review meetings. They have an opportunity to comment on the pupil's work at the annual review meeting and annual report.

10.Consistency

We hold termly teachers meetings to compare marked work and moderate against national curriculum levels.

B.K. Jan 2010