



New Forest Small School

ASSESSMENT POLICY

Member of Staff Responsible	Headteacher
Regularity of Review	Every two years

RATIONALE

The purpose of this policy is to establish assessment systems that help students to improve their standards of work and attainment. It should enable the school to monitor and promote student progress and learning. The policy should ensure that students, parents and teachers are well informed about students' current progress and how students can make further progress.

This policy paper should be read in conjunction with the policy for marking and teaching and learning.

Principles of operation

1. Assessment is integral to the success of the students' learning process and therefore assessing students' work must be fully integrated within each subject's schemes of work and teachers' routine lesson planning.
2. Assessment should have a positive impact, both on students' attitudes and motivation and also upon teachers' future planning.
3. Assessment must meet the statutory requirements of exam board specifications for Key Stage 4 qualifications.
4. Assessment data should provide the student, parent and staff clear information in relation to current grades (for KS4) and targets for all pupils.
5. Assessment data must provide students with feedback on what they need to do to improve their work and their KS3/GCSE grade.
6. The system of assessment should be easily understood by students, parents and teachers.

PRACTICE

1. Assessment

- (a) Teaching should be planned to incorporate varied and differentiated assessment tasks.
- (b) Assessment for learning strategies should be incorporated whenever possible.
- (c) Assessment at KS4 must be carried out in terms of the GCSE criteria.
- (d) Students are central to the process of assessment; the criteria on which they are assessed should be shared with them, understood by them and form the basis of future targets.
- (e) Assessment at KS3 and KS4 should be scheduled to support accurate, monthly current attainment and attitude grades and subject improvement targets for students to review with their teacher in class and progress checks/reviews, reported to parents at parents evening that reflect the overall performance of a student in each subject area.
- (f) EYFS attainments are recorded in accordance with EYFS requirements.
- (g) KS1 and KS2 attainment – School policy is to share grades with children of this age or their parents when considered appropriate, and to use the information to inform lesson planning. Bi-annual reports with written statements on progress and targets are shared with parents.
- (h) KS3 and KS4 achievements are recorded as a colour for effort and a grade for attainment. This occurs monthly. Individual pieces of work feed into these recordings. Targets are regularly set verbally and within feedback in marking.
- (i) GCSE current and predicted grades are recorded and discussed with children and parents at parent meetings. Parents will be contacted when a concern arises. The grades awarded at KS3 should not be taken as GCSE predicted grades, or as equivalent to GCSE gradings, but as an indication of a student's attainment in relation to expectations for this level, their age, and progress.
- (j) In line with national changes, old courses will still use grades A-G and new courses will use 1 – 9 grades.
- (k) Information about new students is shared at staff meetings and their abilities discussed to aid in planning and monitoring progress.

2. Recording

- (a) Efficient records are to be kept in order to

- enable meaningful information about a student's progress to be reported to parents;
- provide information on student transfer either between teachers or schools or for planning to accommodate a student's specific individual need;
- review progress;
- set future targets and evaluate teaching programmes.

NB: Teachers have a duty to retain and keep all assessment records including marking information on students for at least three years from the date of assessment. These records can be stored electronically and backed up or be in the Teacher's planner.

- (b) Attainment and/or effort grades should be recorded as per above and communicated to students, along with relevant subject targets.
- (c) Current grades, with reports on effort and progress, will be recorded centrally and shared regularly and at parents meetings.

3. Reporting

- (a) A school report (A&A/tracking) will be issued bi-annually to every student and their parents/carer.
- (b) The review process is to involve the student. Students will be asked for their personal reflection of their progress and achievements (How am I doing? Reflection and Targets)
- (c) The report must communicate meaningful information about a child's progress to the parents. For each subject a concise comment about progress in the subject is made along with any suggestions for improvement.

4. Target Setting

Targets are set individually for children from lower primary upwards through the school. These could be academic targets and/or social/emotional targets. Targets may be communicated verbally and informally with children and parents or more formally with reports and in How Am I Doing? sheet.

Predicted grades are discussed and shared with pupils taking GCSE and their parents.

MONITORING

- 1. The school's monitoring and evaluation cycle ensures that assessment is routinely applied during lessons and effective in developing their skills, knowledge and understanding. Such monitoring ensures that students clearly understand their current level of performance and how to improve.
- 2. The views of students and their parents/carers will be recorded at the bottom of reports and the tracking report to establish that the assessment methodology is clearly understood and that targets remain aspirational and motivational.
- 3. The policy will be reviewed in light of changes to national benchmarks at GCSE.
- 4. Headteachers and staff will review the Assessment practice regularly at staff meetings to ensure that is being effectively applied. Any concerns will be raised at meetings.