

ASSESSMENT AND REPORTING POLICY

I. Principles

1.1 Assessment is a key feature of good teaching and learning. It has two main purposes:

- (i) To inform teachers in planning appropriate lessons and to provide information to students on how to improve (Assessment for Learning)
- (ii) To provide information to students, parents and others on progress (Assessment of Learning).

1.2 Our assessment procedures are grounded in the principles of Co-operative Learning. By involving students actively in the Assessment of their own work and that of others we can help them to understand more readily what they need to do to improve. The Dynamic Learning and Coaching Handbook contains a detailed discussion of the ideas behind Assessment for Learning and several case studies of how Assessment for Learning is being used in departments across the College.

2. Procedures

2.1 Teachers make judgements about how well students understand topics by making use of effective questioning. Probing questions, followed by sufficient time for students to reflect before answering can highlight misconceptions and enable teachers to judge the depth of students' understanding.

2.2 Marking of students' work has two purposes: for the teacher to assess and record the progress of the student and to give feedback to the student.

2.3 Good feedback has these features:

- It is supportive and positive
- It is a personal conversation with the student
- It is given promptly whilst the original work is still in the student's mind
- It sets specific targets
- It gives specific advice on what to do to reach the targets

It is vital that teachers ensure that students digest and act upon the targets they have been set. Teachers bear in mind the research by Black and William that where a grade and a comment are given on a piece of work, students tend to focus on the grade and ignore the comment. Following College wide research and student surveys between 2004 and 2007 teachers continue to emphasise the importance of their comments on students' work, wherever possible allowing students time to reflect upon and interpret these comments in their own words.

Where teachers feel that students will benefit from a grade on the work, we use the scale in section 2.4, or a National Curriculum level or a GCSE/A Level grade.

2.4 Teachers record sufficient detail to inform themselves of students' progress and to help in the reporting process to parents. The suggested format for this is the A-E, 1-5 scale:

Achievement:

- A** Work has been completed to a very high standard showing that you have clearly understood all of the ideas covered. Well done!

- B** Work has been completed to a good standard showing that you have understood most of the ideas covered.
- C** Your work has been completed to an acceptable standard showing an understanding of many of the ideas covered.
- D** Your work is inconsistent showing that you have understood some ideas. However, you have yet to understand others.
- E** Your work shows that you have yet to understand most, or all of the ideas covered. Your teacher will give you guidance about how to improve your understanding.

Effort:	1	Very Good
	2	Good
	3	Acceptable
	4	Inconsistent
	5	Poor

- 2.5 Students have a key role in the assessment process. Wherever possible they are given the criteria by which a piece will be marked and information about how to produce good answers. Exemplars of good and poor work are used to highlight their key features. Peer assessment also helps students in their understanding of assessment criteria, and what they need to do to improve their work.
- 2.6 Heads of Department regularly monitor the quality of assessment within their departmental areas. Setting and marking of home learning tasks is monitored through the Home Learning review system.
- 2.7 Student reports are generated through the SuccessTracker system (see attached Appendix). Grade reports are sent home each half term from October to May. These reports are used to track progress and to put in place support mechanisms where required.
- 2.8 In addition, a report written by the tutor is sent home in the Summer term. This report gives parents general information about progress and students contribution to wider college activities. Attendance/absence details are sent to parents with this report.
- 2.9 End of Key Stage Teacher Assessments together with comparative data are sent to parents at the end of Year 9.

3. Review of the Assessment and Reporting Policy

The Assessment Policy is reviewed every 3 years by the Governors' Learning and Community Committee.

**Ratified by the Learning & Community Committee of the Governing Body
7th October 2011**