

Rougemont School

Assessment Policy
2023-2024



Assessment Policy

Rationale

The Assessment Policy is intended to provide a framework within which each subject area should devise and implement its own marking, assessment and homework policy. Assessment is a central part of the learning process. Learners have a right to know how they are progressing if they are to develop further. Teachers need to know whether or not the intended learning outcomes they expected are being realised and other colleagues have a right to expect accurate and frequent feedback on learning progress. For these reasons there is a need for a systematic, whole school assessment, recording and reporting policy.

The assessment process should not determine what is taught and learned. It should be the servant of the curriculum, not its master. Yet it should not simply be a bolt-on addition at the end. Rather it should be an integral part of the education process.

Assessment

Assessment is the process of measuring pupil progress against National, School and Department criteria.

The following represent the school policy on assessment.

The purposes of assessment are :

- to enhance pupil learning and motivation;
- to recognise positive achievement and plan the next step;
- to identify specific obstacles to learning and provide appropriate help;
- to provide information for -
 - pupils
 - the teacher
 - moderating against national standards
 - parents
 - employers

so that a summary of each pupil's achievements may be provided at a chosen point in time and so that feedback can be provided for teachers on the suitability of the teaching material and teaching styles employed, i.e. a review of the effectiveness of teaching.

Assessment Framework

a. Assessment should be set firmly within the framework of :

- the aims of the school;
- the aims of the subject area;
- the aims of each course;

- the learning objectives of each course.

b. Assessment should be set firmly in the context of positive achievement. Assessment material should be differentiated e.g. by task or by outcome, so that pupils can gain recognition for what they know, understand and can do.

c. It is important to provide the correct climate for assessment to enable pupils to fulfil their potential. Contributory factors to a conducive climate could include :

- the organisation and presentation of the activity;
- the grouping of pupils;
- an awareness of pupils' previous experience and knowledge of the course;
- an awareness of learning needs, gender and cultural background;
- the ethos of the class.

d. Pupils should be actively involved in the assessment process and should be aware of the criteria by which they are being judged. There should be an opportunity for the pupils to be involved in self-assessment and to discuss their progress and achievements with staff. This should lead to individual target setting and if appropriate action planning. Time for this activity should be built into the pastoral curriculum and subject curriculum.

e. As well as subject specific learning objectives, assessment should take account of more general key skills such as :

- numeracy skills;
- problem solving skills;
- communication skills;
- personal and social skills ;
- study skills;
- information technology skills.

f. Within each subject area a variety of assessment techniques should be employed. These may include problem-solving, end-of-unit test, oral assessments, display, 'can do' tests, teacher observation etc.

g. Decisions about pupils' achievements will ultimately rely upon teachers' professional judgements based upon the evidence they possess. Therefore it is important that departments ensure consistency in their evaluations of pupils' work. Periodically, departments will need to standardise their assessments, a process whereby they determine the standards they are going to subsequently apply. These standards can then be validated by moderation.

Recording

The purposes of recording within the curriculum are to show progression, to provide evidence of the levels of attainment, to facilitate diagnosis of learning difficulties and to motivate pupils. Subject areas will be required to supply information concerning the results of assessments for use by subject staff, heads of departments, Heads of Year, the Head and Directors, governors and external agencies regarding pupils' levels of attainment.

Pupils should regularly summarise their strengths, weaknesses and achievements.

Reporting

Written Reports

Formal written reports on each pupil are completed at least once a year. These reports consist of subject comments, form tutor comment and where appropriate comments from the Head of Year and Director. Written reports encompass both full reports and target reports.

Subject Comment:

This may include a statement covering some or all of the following aspects:

- identification of future goals;
- reference to course content;
- positive statements of achievement based on course objectives;
- an estimated GCSE or GCE grade for Y11, Y12 and Y13;
- a summary of general skills and attitudes;
- a comment on pupil efforts;
- reference to results of internal examinations

Form Tutor Comment:

- attendance;
- targets;
- comment on a pupil's attitude, involvement and cocurricular activities;
- review of the year (or part year as appropriate);
- overview of subject comments indicating general trends or patterns;
- comments arising from review of the pupil's Personal Organiser;

Head of Year/Director Comment:

General statement which summarises the report. Indication of any particular strengths or weaknesses, comment on the contribution of the pupil to the school community, suggestions of areas for improvement.

Progress Reports

Progress reports are completed at least twice a year. They record classwork, homework, progress and attainment grades for each subject followed by pupils. This interim reporting procedure should be quick, easy and provide a 'snapshot' of a pupil's attitude and effort within lessons. Form Tutors, Head of Year and the Deputy Director (Academic) use assessment grids summarising Progress Card grades to review the general progress of pupils.