

## **ASSESSMENT POLICY**

**AIM:** For every student to know what they could achieve and to have the knowledge, confidence and support to fulfil their potential.

### **OBJECTIVES:**

- Carry out baseline assessments for all students on entry to The Academy and at other key points.
- Use these assessments to make students and families aware of potential, to set targets and to inform lesson planning, schemes of work, choice of examination courses, curriculum design and student grouping.
- Encourage and track student progress by carrying out half termly assessments in every subject, recording the results in a central data base and recognising, highlighting and rewarding success.
- Involve students in the assessment process, providing feedback and advice on assessments and giving them the opportunity to discuss grades and progress with a learning mentor/ Tutor on a regular basis.
- Involve families in the assessment process through termly Progress Reports and Annual Review Meetings. Ensure that these meetings are designed to make students and parents fully aware of what has to be done to progress.
- Monitor performance across The Academy by agreeing subject and Year Group targets and reviewing progress against them on a termly basis and through public examinations.
- For Teams to use monitoring data to identify strengths and weaknesses and to action plan for future success

### **PROCEDURE:**

#### **GOVERNORS**

- Use baseline and other data to agree annual attainment targets for The Academy.
- Review student achievement in the light of these targets and ensure resources are allocated in support of agreed priorities.
- Play a part in celebrating student success by attending the annual celebration of achievement.

#### **PRINCIPAL**

Take lead responsibility for the implementation & monitoring of this Policy by:

- line managing / supporting the Leadership Team and agreeing targets for each of their areas;
- overseeing the development of a curriculum through which all students can progress and go on to fulfil their potential;
- taking a lead in celebrating student achievement in assemblies, through communications with parents and by ensuring that there are adequate resources to implement rewards and incentives across the Academy;
- agreeing annual targets with Governors and providing evaluation of performance.

#### **LEADERSHIP TEAM**

- Oversee the administration of student assessment across the Academy, liaising with Examination Boards as appropriate.
- Develop and implement strategies for involving students in the assessment of their own and each other's learning.
- Design a system of regular Tutorial mentoring to be implemented across the Academy.
- Oversee the implementation of annual Review Days

- Develop a central data base for assessment results and train colleagues to input and access information.
- Leading the development of reporting the results of assessment to students, parents, colleagues, linked primary schools, Governors and outside agencies as appropriate.
- Advise on target setting and generate reports and analysis of examination and other assessment results to inform colleagues of trends and issues of equal opportunity.
- Develop common systems for recording, monitoring and evaluating student achievement, outline them in Staff Handbooks and ensure that colleagues are implementing them.

#### **DIRECTORS OF LEARNING**

- Ensure half termly assessments are set and marked in every subject and develop systems to reward student achievement.
- Create banks and displays of exemplar work to demonstrate to students what achievement is at different levels.
- Agree subject, class and year group targets and review progress against them on a termly basis and through public examinations.
- Support the implementation of Review Days by overseeing the completion of reports and assessment input, guiding colleagues as appropriate. Ensure that students and parents are fully aware of what has to be done to progress.
- Use baseline assessments to make students and families aware of potential, to set targets and to inform lesson planning, schemes of work, curriculum design and student grouping.

#### **MINI SCHOOL LEADERS**

- Lead, support and monitor their respective Tutor teams in the assessment, recording and reporting of PSHEE, Emotional Literacy, Numeracy, Literacy and CEIAG, which is delivered through the tutorial programme.

#### **TEACHERS**

- Keep and record of baseline assessments and target grades. Take them into account when planning lessons and schemes of work.
- Mark student work and assessments promptly, providing formative advice and comments to indicate how a student might improve.
- Involve students in the assessment process, providing feedback and advice on assessments and involving them in both self and peer assessment.
- Implement Team procedures and systems for rewarding students.
- Carry out review Day Interviews

#### **SUPPORT STAFF**

- Be aware of each student's baseline assessment and potential.
- Contribute to interviews and action planning on Review Days.
- Use exemplar work to guide students during individual study.

#### **STUDENTS**

Use assessment to inform their learning by:

- Working to meet targets set.
- Setting own challenging targets and contributing to action planning.
- Taking self and peer assessment seriously.

#### **PARENTS**

Support and encourage their children by:

- Recognising achievement.
- Contributing to review Day Interviews.
- Supporting students