

PENRYN COLLEGE

Assessment Policy

Approved by: Full Governing Body – December 2022

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Introduction - Assessment Policy:

High Quality Assessments have a clear impact on a student's learning. Students need high quality assessments so that they are clear about what they know and understand and the areas that they need to improve on. It should help teachers plan learning based on these strengths and weaknesses.

The Marking Policy covers the expectations of marking and feedback as part of the assessment process.

Our intent for Assessment is that teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

Students need to know:

- What they are going to be able to do, know and understand.
- What progress they have made.
- How they can do better.
- What grade they are achieving.
- Where they can apply skills & knowledge across different curriculum subjects

Class teachers will:

- Know a student's starting point from previous assessments and use this information to plan lessons.
- Give feedback in accordance with the Marking Policy, applying the same principles when marking in both books and through on-line assessment e.g. on Showbie.
- Issue an **End of Year Expectation and Tracker** to ensure students and parents are aware of what each student should know, be expected to do and understand by the end of the year. The Tracker makes clear when assessments take place and the dates of any tests. This will be the first page in a student's book and replicated on the Virtual School
- Issue a **Unit Overview** sheet at the start of each unit of work to ensure students and parents are aware of what each student should know, be able to do and understand at the end of a unit of work. The Unit Overview shows when the unit assessment will take place.
- Use a range of assessment methods to judge a student's progress against the expectations for that year group or the GCSE qualification.
- Assess the work of each student against the expectation for that year or the GCSE course and against a student's Target Grade. The criteria for these judgements will vary between curriculum subjects, but each subject will use Bloom's Taxonomy as the framework. The judgements are:
 - Working towards (a student's target grade)
 - Expected

- Above expected
- Ensure that each student takes time to reflect on what they have learnt and their behaviour at the end of the unit of work. This is recorded through the **Unit Reflection Sheet**
- Test students at the end of each unit of work as appropriate, and record progress using a 1-9 grade. This grade structure is specific to each year group. **(There is a detail of this in the box below)** □ Ensure their judgements are moderated against other classes and subjects.
- Record the progress and behaviour for each unit on SIMS.

Students will:

- Reflect on their progress following each marking session, at the end of each unit and make any improvements that are required.
- Be able to talk about what they need to be able to do to improve.
- Be able to talk about common skills and knowledge that they can apply across different curriculum subjects.

Tutors will:

- Give time for students to act on any questions and suggestions contained in the reflection at the end of each marking session and the unit of work
- Review students' books and discuss actions for progress with their tutees during mentoring sessions.

HODS will

- Ensure the curriculum for each year is split into a number of units appropriate for each subject and the time available
- Ensure the curriculum and assessment for the year is on the Virtual School for parents and students to view.
- Ensure that the sheets in Appendix 1, 2 and 3 are in place and used consistently by the teams they lead.
- Ensure assessments are moderated across the department and with other subjects.
- Ensure SIMS mark book is used to record progress at the end of every unit of work.
- Ensure teachers who need to develop their assessment skills attend relevant training and understand what is expected of them with regard to improvement.
- Ensure that the team's Teaching and Learning Plan addresses assessment issues.

The Teaching and Learning Team will:

- Make assessments a routine focus during drop-ins and observations where required, communicating issues and good practice with the teacher and HOD.
- Ensure that good assessment practice is collated and shared through the Virtual School and/or Leadership Forum.

- Give feedback to teachers to show to what extent their assessment practice is supporting the progress of pupils.
- Identify areas where common skills and knowledge could be shared across the curriculum. Liaise with HODs to ensure that they have opportunities to jointly plan these common areas.

Testing – testing is one specific form of assessment. It has an important part to play because it reflects how students will be measured at the end of Yr11. A ‘test’ is defined as a written or physical performance in controlled, timed and/or silent conditions.

Test grading – test results need a value or grade. All year groups will use 1-9 **specific** to that year group or the GCSE course in Yr10. (9 being the higher grade, and 1 being the lower grade)