

Student 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

1. Carry out baseline assessments for all students on entry to the Academy and at other key points.
2. 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.
3. Encourage and track student progress by carrying out half termly assessments in every subject, recording the results in a central database and recognising, highlighting and rewarding success.
4. 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 every three weeks.
5. Involve families in the assessment process through termly Progress Interviews which result in every student's Individual Action Plan being reviewed and updated. Ensure that these meetings are designed to make students and parents/carers fully aware of what has to be done to progress.
6. 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.
7. For Teams to use monitoring data to identify strengths and weaknesses and to action plan for future success.

PROCEDURES

Trustees:

- 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 Trustees and providing evaluation of performance.

Learning Systems Leader:

- 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 others learning.

- Develop a central database for assessment results and train colleagues to input and access information.
- Leading the development of reporting the results of assessment to students, parents/carers, colleagues, linked primary schools, Trustees and outside agencies as appropriate.

<ul style="list-style-type: none"> • Design a system of regular academic mentoring to be implemented across the Academy by Learning Mentors. • Oversee the implementation of termly Progress Days. 	<ul style="list-style-type: none"> • Advise the Leadership Team on target setting and generate reports and analysis of examination and other assessment results to inform colleagues of trends and issues of equal opportunity.
<p><u>Leadership Team:</u></p> <ul style="list-style-type: none"> • 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. • Develop common systems for recording, monitoring and evaluating student achievement, outline them in Team Handbooks and ensure that colleagues are implementing them. • Ensure half termly assessments are set and marked in every subject and develop systems to reward student achievement. • Involve students in the assessment process, providing feedback and advice on assessments and involving them in both self and peer assessment. 	<ul style="list-style-type: none"> • Create banks and displays of exemplar work to demonstrate to students what achievement is at different levels. • Provide the information and training for learning mentors to discuss grades and progress with each student every three weeks. • Support the implementation of Progress Days by overseeing the completion of Individual Action Plans and training / guiding colleagues as appropriate. Ensure that students and parents are fully aware of what has to be done to progress. • Agree subject, class and year group targets and review progress against them on a termly basis and through public examinations. • Use to identify strengths and weaknesses and to action plan for future success.
<p><u>Teachers:</u></p> <ul style="list-style-type: none"> • Keep and record 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 through self and peer assessment. • Implement Team procedures and systems for rewarding students. • Carry out Progress Interviews and review and develop Individual Action Plans. 	<p><u>Associate Staff:</u></p> <ul style="list-style-type: none"> • Be aware of each student’s baseline assessment and potential. • Implement the three weekly mentoring sessions using the Learning Wall. • Contribute to interviews and action planning on Progress Days. • Use exemplar work to guide students during individual study. <p><u>Students:</u> Use assessment to inform their learning by:</p> <ul style="list-style-type: none"> • Working to meet targets set. • Setting own challenging targets and contributing to action planning. • Taking self and peer assessment seriously.
<p><u>Parents/Carers:</u> Support and encourage their children by:</p> <ul style="list-style-type: none"> • Recognising achievement. • Contributing to Progress Interviews. • Supporting students through Individual Action Plans 	

The Learning Wall

How good a learner are you?

- **COMMUNICATION:** *You've cracked it and can listen & communicate your ideas.*

	<i>You can write about what you have learned.</i>	<i>You can listen to and work with others.</i>	<i>You can use ICT to present information.</i>	<i>You can explain your learning to other people.</i>	<i>You are determined and solve problems.</i>
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- **THINKING:** *You can step back, think about it, and work things out.*

<i>You can ask questions of other people.</i>	<i>You ask questions and try to find the answers.</i>	<i>You can think through solutions to problems.</i>	<i>You can be creative and imaginative.</i>	<i>You remember and apply what you have learned.</i>	
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- **USING INFORMATION:** *You can get information and know how to use it.*

	<i>You make good use of the library.</i>	<i>You make good use of the Internet.</i>	<i>You use pictures & diagrams to get information.</i>	<i>You can use information from different sources.</i>	<i>You write your own words without copying.</i>
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- **COLLABORATION:** *You can team up and work with others.*

<i>You are able to listen to other people's ideas.</i>	<i>You can see a good idea and make use of it.</i>	<i>You can play your part in a small team.</i>	<i>You can focus when working with others.</i>	<i>You can revise sensibly with others</i>	
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- **INDEPENDENCE:** *You are able to concentrate and work on your own.*

	<i>You plan your work before you start.</i>	<i>You don't get distracted by other people.</i>	<i>You listen well to advice and are able to use it.</i>	<i>You can read information and make use of it.</i>	<i>You know how to revise and can stick at it.</i>
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