



# Assessment

## Guiding Principles

Assessment through the age and ability range at QES will be based on a number of principles. First, and above all, assessment must be **diagnostic**. This will provide both pupils and teachers with information about what has been learned, on strengths and weaknesses and on how far the teaching has succeeded in its aims.

Second, assessment must be **formative** to allow teachers to decide what needs to be taught and to provide a motivating force for pupils so that they may develop a sense of achievement.

Finally, assessment must have **summative** aspects so that pupils may receive certification in a range of activities, so that employers and colleges may make a selection, and so that the School may be seen to be fulfilling its aims and those expected by society.

## Assessment

- 1 The School is committed to assessing the progress of all pupils.
- 2 The School is committed to using a range of assessment techniques suitable for the age and ability of pupils.
- 3 The School will fulfil each year all assessment activities imposed by external agencies according to the age and ability level of the pupils, for example CATs / GCSE / Entry Level exams / A/AS level.
- 4 Each Department, subject area, cross-curricular activity, etc will have a written assessment policy and must arrange and implement assessment techniques, activities and procedures which enable the progress of each pupil to be ascertained. These strategies may include written, oral, practical and self-assessment, designed to cover not only knowledge, but also skills and processes. As far as possible, departmental assessment should be planned and integral to the syllabus being followed. Each department should have an agreed understanding of the standards required by the different Key Stages and this may be helped by a consideration of:
  - “National curriculum framework” and other material produced by NCA;
  - GCSE and GCE guidance material;
  - a departmental portfolio which contains examples of pupils’ work at each level;
  - departmental moderation of pupils’ work.

An agreed understanding of the standards required will allow subject teachers to make consistent judgements on each pupil’s performance when required, such as at the end of a Key Stage. The outcome from everyday assessment and from national tests should be used to identify strengths and weaknesses and to inform the planning of future teaching.

- 5 Each Department will develop and implement a Marking policy designed to ensure academic progress and to increase the motivation of pupils through positive feedback. Such a policy will indicate ways of achieving common understanding within the department and amongst pupils of what particular marks / grades mean. It will also be helpful to indicate methods of conveying feedback to pupils. The frequency of marking for the different stages will be specified in the departmental policy.
- 6 Each member of staff, both full-time and part-time, has a duty as part of their professional responsibilities to ensure that they assess the progress of each pupil whom they teach, so that they are able, at any stage during the academic year, to provide a written report of a pupil's progress at the request of the Headteacher or authorised deputy.
- 7 Each member of staff, both full-time and part-time has a duty as part of their professional responsibilities to provide Effort Grades each half-term, or as appropriate, for all pupils whom they teach.



- 8 The School will arrange times for internal examinations or tests at various stages in the academic year, as appropriate. Each department will set examinations and/or tests appropriate to the age and ability of pupils taught. Each member of staff, both full-time and part-time, has a duty, as part of their professional responsibilities, to participate in the setting, administration, marking and reviewing of these examinations or tests and to review the progress made in their subject area by each pupil they teach.
- 9 Each member of staff, both full-time and part-time, must ensure that an adequate record is kept of each pupil's marks, grades etc, work undertaken and progress. Such records must be available for inspection by the Headteacher or other authorised person.  
In addition these records must be available for transference from one teacher to another if a pupil changes groups and progress from one year to another. Each department must also ensure that it retains all the necessary evidence and records required at the end of KS3 / GCSE / AS and A2 until the dates specified by the external agencies.
- 10 Entry for external examinations is at the discretion of each subject area, but there is a presumption that each pupil will be entered for all subjects studied unless there are good reasons to the contrary, such as possible overload for a particular candidate. (For details see No.16 - Policy for External Examinations).
- 11 The allocation of students to groups and/or the general summative evaluation of student performance will be based upon work in class, homework and examination/test results. At the appropriate times it will be necessary to refer to KS2 and KS3 assessment data as well as CAT data. Any extenuating circumstances may be taken into account.
- 12 To ensure the appropriate marking and assessment of the work of statemented pupils or of those with specific learning difficulties, it will be necessary to liaise with the Learning Support Department.
- 13 To ensure that appropriate Teacher Assessment levels may be reported at the end of KS3, departments must ensure that the appropriate assessment strategies are in place. These will include classwork, homeworks and possibly specific tests, taking into account the need to present a holistic report based upon the different level descriptions.
- 14 To ensure that the required decisions are made for Tier entries at GCSE in many subjects, departments must ensure that the appropriate assessment strategies are in place.
- 15 Each Department must ensure that the appropriate methods are in place so that subdivided levels can be given at the end of each Year in KS3, Predicted and Target Grades in Years 10 and 11 and Working At and Target Grades in Year 12 and 13.
- 16 Informal monitoring of pupils' progress will take place as appropriate.
  - a) In KS4 and KS5 underachieving pupils will be identified by Assistant Head/HOY after the collection of grades from staff. This may result on pupils being mentored by a member of the Leadership Team.
  - b) In KS4 and KS5 Department predictions to be compared to National data to look for underperformance. Conversation will take place between HOD and Link Leadership Team member if necessary.
  - c) The use of Pupil Information Slips passed to the Head of Year.
  - d) Requests by the Head of Year to subject teachers for a progress report.
  - e) Requests from the Head of Learning Support for a progress report on statemented pupils or those with specific learning difficulties.
- 17 Each Department must ensure that procedures are in place to monitor and evaluate Assessment and Marking Policies.

### Monitoring and Evaluation

- a) **Effort Grades**
  - 1 Seen by Head of Department and discussed with subject teacher, as appropriate.
  - 2 Examined by Form Tutor and acted upon with pupil.
  - 3 Examined by Head of Year and acted upon with pupils and parents, as appropriate.



b) **External**

1 **Cognitive Abilities Test**

Test results reviewed by Head, Deputies and Assistant Headteacher.

Test results reviewed by Head of Learning Support. Additional action may be taken.

Test results reviewed by Head of Department with department.

Individual pupil's SAS scores sent to all parents.

3 **GCSE**

i Results reviewed by individual subject teacher.

ii Results reviewed by Head of Department with department.

iii Results reviewed by Assistant Headteacher who prepares statistics and observations.

iv Value Added Scheme (internal).

v Results reviewed by Head, Deputies and Assistant Headteacher based upon (iii) and (iv) above.

vi Trends of test results and teacher assessments commented upon in exams analyses and departmental SEFs

vii Reviewed by Headteacher in discussion with each Head of Department.

viii Reviewed by governing body based upon (iii), (iv) and (vi) above.

ix Reviewed by Governors' Curriculum Committee.

4 **A/AS level**

i As for GCSE, except (iv) is both internal and external, ALPS + Scheme.

5 **Vocational**

i External verifier for scheme to review standard.

ii Results reviewed by Examinations Officer and statistics prepared.

iii Results reviewed by Head, Deputies and Assistant Headteacher based on (ii).

iv Results reviewed by Governors based on (ii).

All external results, except CATs, are published in Prospectus and Governors' Report to Parents.

c) **Internal**

1 Internal examinations/tests results reviewed by subject teacher.

2 Internal examinations/tests results reviewed by Head of Department.

3 Value Added Scheme for each subject (internal)

4 Test results and teacher assessments reviewed by Head, Deputies and Assistant Headteacher.

5 Timing, length, etc of examinations/tests reviewed annually by Internal Examinations Co-ordinator, Heads of Department meeting, Heads of Year meeting and Head, Deputies and Assistant Headteacher.

6 Trends of test results and teacher assessments commented upon in exams analyses and departmental SEFs

d) **Internal Assessments / Marking**

Reviewed periodically by Head of Department.

Assessment Policies are to be reviewed in departments bi-annually.

e) **Targets**

Targets set in Year 7 for KS3 and Year 10 for GCSE are published in the Prospectus and Governors' Report to Parents.