



# **Assessment Policy**

***Aim: To effectively assess and review a student's progress to enable them to develop and achieve their full potential from their starting point.***

## **Policy Principles**

Students have the right to know and understand at all points in the course what progress they are making against established criteria and their own starting point. It should be clear to them at all stages of the course what they need to do in order to improve their achievement. In the course of their learning, teaching and assessment, they should experience a wide range of effective assessment strategies which support learning and ensure good progress is made regardless of their ability or prior knowledge and attainment in the subject.

## **Implementation of Assessment Policy Principles**

### **1. Assessment of work**

- Students are informed of their assessment grades but more importantly of what to do to improve. Following a piece of assessment, tutors should relay targets to their students through formative assessment methods such as comments on key assessments and /or collaborative target setting with students in class during feedback.
- A scheme of work detailing key assessment points for the course should be available on CONNECT for students to view.
- Tutors should return key assessed pieces of work to students within two weeks. Key assessed pieces of work should provide students with a summative grade and formative comments. These will then inform grades on the electronic mark book.
- Reflection time must follow assessment feedback and students should be given clear and sufficient time to consider their part in achieving their targets and acting upon them – what will they do to ensure they meet their targets? By providing reflection time for students we will begin to develop resilience and independence within our students.
- Students should record their targets and should be tracking their own progress – a simple tracking sheet detailing the key assessments, their grade, their target and agreed actions would be effective and show student involvement in the process.
- Departments are to hold half-termly progress discussions during which data from key assessments is analysed and targets/ intervention strategies are formulated, recorded and discussed. Colleagues can discuss cohorts and support each other in the development of intervention strategies, and HOD's / HOF's are kept informed of under achievers at regular intervals by the subject tutor.
- Teaching strategies should be altered or modified to enable students to achieve the targets. For example success criteria could be given when attempting examination style work. Peer assessing where students pool together the best bits of all of their work and create a model answer from several drafts will not only allow students to see what they should have done to improve, but will show them what to do next time a similar task is attempted.

### **2. Progress Reviews**

- Each subject tutor will report a progress grade and discuss individual student targets at key points in the year known as Review **1a, 2a (Year 1) and Review 3a and 4a (Year 2)**. Information from progress reviews is

available for use by tutors and reported to parents/carers. It forms an integral part of the interim target setting for individual students with their tutors.

- In-between 'A' review points will be **Review 1b, 2b (Year 1) and 3b, 4b (Year 2)** which will report a progress statement of *below, at expected or above expected progress for each learner in all of their subjects*. This should inform the learner and parent/carer on continued progress to date. Underachievement in two or more subjects will be addressed by the Pastoral Director and Personal Achievement Tutors as well as in subject areas.
- Staff are required to enter this data on the electronic management system by the given deadlines.
- Progress Review results for all students in all subjects is available to staff through Protrack on CONNECT.
- HODs/HOF should scrutinise progress reviews carefully so that underachieving learners can be quickly identified and intervention strategies put in place.
- Personal Achievement Tutors will interview each learner and discuss and reflect on progress made from the reviews and make a judgement on how well they are achieving their targets and how students can act on them in order to achieve them.
- A letter will be sent to parents/guardians of students who underachieve in two or more subjects. Following this the identified students will be interviewed by their PAT and a plan made to move their progression forward.

### **3. Internal and External Examinations**

- Internal exams take place in October and January for both year 1 and year 2. These examinations are summative, examining students on all content covered so far on the course. Results of these examinations are reported to parents/carers/students and concerns acted on in Review 4a and 2a.
- AS Examinations will begin in May and A2 examinations in June.
- Summer internal exams due to linear A Levels will take place in June to assess progress on the first year of the course.

### **4. Assessment of Literacy and Numeracy**

- Tutors should encourage students to set literacy and/or numeracy improvement targets, e.g. 'use apostrophes correctly' or 'check answers to make sure they make sense', etc. (where applicable).
- Students should reflect on their current standard of literacy and/or numeracy when tutors are feeding back on progress (where applicable).
- Tutors should correct and challenge inaccurate subject-specific terms and language when giving verbal or written feedback.

***(Supporting Document: Please also see Maths and English Cross College Strategies 2015-2016)***

### **5. Assessment for BTEC**

- Assignments should contain an appropriate vocational scenario and tasks should clearly explain what the learner has to produce in order to meet the specified criterion.
- It is recommended that assignments contain a mixture of Pass, Merit and Distinction criteria. Assignments should be written to cover a specific learning outcome(s).
- Learners are allowed one submission for each assignment and they must submit a signed and dated declaration of authenticity per assignment to confirm that they have produced the evidence themselves.
- Tutors are no longer allowed to provide feedback on how a learner could improve their work. They must simply confirm which criterion has been achieved and provide a comment on why it has been achieved.
- Because every assignment contributes towards the final qualification grade, the new rules framework allows for one resubmission per assignment. It is not expected that every learner will resubmit every assignment. Resubmission should be used in extenuating circumstances for learners who might have underperformed for individual reasons.

***(Supporting Document: Please also see BTEC Level 3 Assessment Policy 2015)***