



## Assessment Policy Cranbury College 2016

The aim of this policy is to provide a framework and guidance to all staff and parents regarding our use of assessment. At Cranbury College we believe that regular, accurate and timely assessment and curricular target setting will raise standards of attainment. An assessment calendar outlines, one year in advance, all key assessment dates, training and exams.

It is expected that Assessment for Learning is a regular feature of lessons. Teaching staff assess learners' daily / weekly achievement against National Curriculum objectives.

It will be a feature of lesson observation feedback that a discussion will take place about how assessment data is used to inform teaching.

The key assessments are summative and will be used to:

- Establish the subject assessment database in the tracker
- Report National Curriculum attainment against standards, GCSE or other accreditation grades / levels to parents/carers
- Track student progress
- Track the progress of identifiable cohorts within Cranbury such as gender, ethnicity etc.
- Trigger appropriate student learning interventions
- Inform Performance Management

### Frequency and Timing

There are 6 calendared assessment windows per academic year.

### Validity and Fair Testing

- All key assessments will be carried out under teacher supervision in the learning environment.
- Assessments will be differentiated to allow students to achieve success and to be appropriately challenged.

### Standardisation

- Subject Leaders will be able to demonstrate how they achieve standardisation in all formal assessments.
- On at least one occasion within an academic year, each subject will cross-mark samples of work for moderation and monitoring purposes i.e. to establish standards.
- For Key Stage 4 & 5 accredited subjects, moderation should happen more frequently, for instance 3 times per year.

### National Standards

- Criteria against which students are assessed must be shared with them.
- Where relevant, key assessments will incorporate past and exemplar questions available from DfE and examination boards.
- Key assessments should match standards defined in the programmes of study, as outlined by DfE or examination boards.
- Regular training on assessment, including government policy and national standards, will be built into the staff training schedule.

### Recording

- All teachers will keep a record of all assessment marks for each learning group in the format agreed by the subject. Records will be compatible with the tracker.
- Key assessments are recorded using DfE standards or examination board criteria.
- Key assessments will be held centrally.

### Feedback

- Students will be given the results of key assessments where examination guidelines allow.
- Students will have an opportunity to address areas of weakness identified in the assessment.
- Students will record the results as agreed by the subject so that they can be used in target - setting activities.
- It is expected that assessment for learning with quality formative feedback is a regular feature in all lessons. Teachers must ensure that students know their academic targets and understand the next steps needed to make progress.

### Annual Reporting

- Progress will be reported against National Curriculum standards. Key Stage 4 & 5 progress will report GCSE or other external accreditation grades or levels.
- The grade reported for accredited courses will be constructed from those components which will inform the actual final grade where possible e.g. final examination mark, coursework, listening, composing etc.
- The most current assessment data will be used for reporting to parents/carers. This may not always be the most recent key assessment if more up to date data is available.
- Assessment data will be shared with parents / carers at progress meetings.

### Assessment for learning

- As a college we recognise the fundamental importance of high quality ongoing assessment in classrooms and understand how this improves learning.
- We expect that there will always be opportunities for this in **every lesson** and are committed to sharing good practice amongst staff.
- It is expected that teachers will provide regular opportunities for peer and self-assessment.
- It is expected that teachers will consistently use the plenary session of each lesson to help learners reflect on their learning, against the objectives set for the lesson, to demonstrate what they know, understand and can do and how they can improve their learning and progress.

Reviewed: January 2016