

Policy Title: Assessment  
Policy



**Eastbourne Technology College believes that an effective assessment policy lies at the heart of excellent teaching and learning. The school believes that students achieve higher standards when assessment is used to support learning.**

Initiated: September 2003

Groups consulted: Governors  
Staff

Reviewed: July 2004  
July 2005  
April 2006  
June 2009

Audience: Staff  
Governors  
Parents

Policy located: Staff Handbook  
Shared Drive

Policy format: Full

Policy relates to : Marking Policy  
Assessment Standard Operating Procedure

# EASTBOURNE TECHNOLOGY COLLEGE ASSESSMENT POLICY

## **Aim:**

The aim of assessment is to enable students, teachers, governors and parents to monitor, evaluate and improve the academic performance of students at Eastbourne Technology College.

## **Objectives:**

- ❑ To inform teachers, students, governors and parents of the performance at any one time during a student's schooling.
- ❑ To allow teachers to provide positive feedback to students and promote student progress.
- ❑ To enable teachers to set targets for improvement of individuals and/or groups of individuals.
- ❑ To enable students to evaluate their own progress and set personal targets for improvement.
- ❑ To enable teachers to evaluate their own teaching and inform future planning for learning and differentiation.
- ❑ To provide data for benchmarking and to inform future developments.

## **1 Types of Assessment:**

All faculties should include both *Formative* and *Summative* assessments in their scheme of work:

Formative Assessment provides the student with regular feedback on their progress indicating strengths and areas for improvement (**Assessment *for* Learning**)

Summative Assessment provides the student with an indication of the standard achieved on completion of a specific piece of work or at a particular stage in the course (**Assessment *of* Learning**).

*Informal* assessment through ad hoc verbal feedback forms a vital function whereby targets can be identified, actioned and evaluated. However this form of continuous assessment is most effective when supported by *formal* written assessment of students' work.

- Student self-evaluation enhances student understanding and promotes realistic expectations and target setting.
- Assessments should be made on a variety of learning as well as students' competence in particular tasks.
- Assessment should be used to evaluate both class-based work and homework.

### **Forms of Assessment:**

Faculties should employ a wide range of assessment tasks. It is important that formal assessment extends beyond testing. Subject areas should ensure that assessment is used to inform on a wide range of knowledge, understanding and skills. The assessment tasks are included in each student's individual portfolio of achievement.

Good practice in assessment stems from integration of assessment planning into curriculum planning, schemes of work and lesson plans. It requires an appropriate balance between continuous assessment and testing.

### **Individual Faculty Assessments:**

In addition to the whole college assessments faculties have additional assessments which support teaching and learning. At KS4 these include coursework and individualised testing. For specific detail of these please refer to the appropriate Faculty Handbook.

### **Assessment Evidence:**

Faculties should ensure that assessments are standardised within the faculty and that students understand the faculty assessment criteria. The marking of students' day to day work against specific faculty criteria should be consistent. Teachers should share assessments with students in order to suggest how improvements can be made and to set targets. In addition teachers should discuss the faculty criteria with parents, when appropriate or when requested, in order to promote more effective support for student's learning.

Faculties should have a mechanism for recording assessment results, justifying assessments and using portfolios to identify the standards achieved by groups of students. Portfolios are most effective when work is reviewed by the whole faculty through agreement trailing so that the benchmark standards are agreed.

Each faculty should provide assessment data on each student five times per academic year as specified in the school calendar. Data is added to the student tracking records held in SIMS Assessment Manager. The data collected should be used to identify under performance within and across subject areas and thus allow for strategies to be identified to help raise student performance.

## **Review of Assessments:**

Faculties should review their internal assessments termly. Internal tests, examinations and assessment tasks should be evaluated for reliability, validity and appropriateness. Faculties should be aware of the academic profile of Year groups and individuals and should be aware of their needs in relation to assessment demands.

## **2. The 'Core' data set used at Eastbourne Technology College.**

At Eastbourne Technology College a core data set is utilised for assessment purposes:

- a) CAT Projected Grade/Level – this is a grade or level which is generated from the CAT SAS. The projected grade is based on projections produced by NFER.
- b) SAT Projected Grade/Level – this is a grade or level which is generated from the points score at KS2 or KS3. For the core subjects the projection is based on the outcome of the specific test in the subject. For non core subjects an average points score is used to project the grade or level.
- c) End of Key Stage Aim – this is the target grade or level for an individual student. It is automatically generated from the higher of the projections plus an element of challenge. Staff can amend these aims in consultation with Team Leaders (who will discuss changes with the SMT)
- d) End of Year Progress grades – these give an indication of the progress expected based on the End of KS Aim.
- e) Summative Assessment mark – this is the teacher assessment submitted once per half term. The mark is derived from a range of evidence (e.g. homework, classwork and/or project work)

## ACADEMIC REVIEW INTERVIEW

**The Academic Review Interview is an opportunity for quality discussion between tutor, parent and student. The main aim is to set realistic targets which will result in improved performance from the student.**

It is essential that the following is achieved prior to the interview;

- The tutor has studied the Academic Review Sheet and identified trends/patterns/clusters.

The structure of the interview should allow.

- a) The student to comment on their perceptions of strengths and weaknesses in their academic studies.
- b) The tutor to comment on the patterns identified on the Academic Review Sheet and provide an explanation of CAT scores and the projections arising from the student's CAT score (stressing that this is a guide);
  - i) Areas of Strength – build a positive image.
  - ii) Areas needing development.These should be in response to the student's comments.
- c) The 3 parties should explore reasons for 'Areas of Weakness'. Hopefully there will be some agreement. If not then there needs to be discussion about inhibiting factors (school and/or home).
- d) There should then be a clear negotiated agreement over priorities. These can then form the basis of the 3 Long Term Targets which will be recorded on the Academic Review sheet.
- e) The student should record the targets in the Log Book while the tutor writes them on the Academic Review Sheet. A copy of the sheet will be provided to the parent within 3 days.

### ***Advantages of Academic Review***

1. Tutor should meet all parents.
2. Tutor has better knowledge of student (school and home issues).
3. Parent and student get consistent messages on academic progress. (The Academic Review is a summary which avoids 'mixed messages').
4. Student leaves with three clear targets (rather than many).
5. Targets are negotiated rather than imposed.
6. Flexibility in meetings (staff and parents).
7. Research shows it is effective

## *ACADEMIC REVIEW*

- \* 20 minute meeting involving tutor, student and parents to review progress and negotiate 3 general school targets.
- \* Two meetings per year - December/January
- \* The school meetings would be scheduled to take place within a specific period.

A member of SLT and/or Community Manager be available to provide support for all sessions

### **Academic Mentoring from September 2009**

After a trial in 2009, every mentor will have a lesson every fortnight to meet with their mentees on a rolling programme of Mentoring as detailed on the school calendar.

Mentors will keep electronic records of what is discussed, set targets and monitor outcomes. Issues such as punctuality and attendance will also be discussed.

A separate selection of students will form a core targeted group to be monitored for special achievement and progress – see separate policy notes.

The Academic Mentoring will replace the second Annual Review meeting.

At the end of the school year, the college will post home a second report and Teacher Assessments but no formal AR will be held.