



# Manor Drive Secondary Academy

## ASSESSMENT POLICY

**Presented to:**

Date approved: <sup>1</sup>	
Date reviewed: <sup>2</sup>	
Date of next review: <sup>3</sup>	

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<sup>1</sup> This is the date the policy was approved by the meeting

<sup>2</sup> This is the date the policy was reviewed prior to its approval above

<sup>3</sup> This is the date as set by the policy review clause or the date approved plus three years

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## **1.0 VALUES**

- 1.1 We believe that assessment is a vital part of the learning process. Assessment is a diagnostic, formative and summative process. It provides a snapshot of a student's attainment and provides information to help the Teacher plan the next stage of an individual's or group's progress and to further develop the work of the student.

## **2.0 POLICY AIMS**

- 2.1 To establish an agreed, consistent framework within which the Academy and individual departments/faculties can continue the development of formative and summative assessment.
- 2.2 To encourage positive achievement and personalised learning for students.
- 2.3 To ensure all Teachers are assessing and monitoring work on a meaningful basis.
- 2.4 To stimulate dialogue between stakeholders, in particular staff, students and parents/carers.
- 2.5 To be able to track student progress, benchmarked against prior data and then to act upon findings.
- 2.6 To improve standards of attainment for all students.

## **3.0 POLICY FRAMEWORK**

### **3.1 General Points**

- 3.1.1 When monitoring or assessing students' work, staff may give an indication of level / grade of attainment and how to access the higher level/grade. When using a level / grade, feedback should be linked to success criteria, be specific and meaningful and based on what the student can do to improve.
- 3.1.2 Students should be given the opportunity to act on the feedback given and to develop strategies to improve. This time should be built into lessons and allow meaningful reflection to take place.
- 3.1.3 Teachers should endeavour to mark formal assessments within 3 weeks of the assessment and to ensure books are marked as appropriate.
- 3.1.4 All Teachers will utilise assessment feedback that is appropriate to the task.

## **4.0 MARKING FOR LITERACY**

- 4.1 The expectation is that, where practical and meaningful, marking for literacy will occur as errors are identified. It is not expected that all errors are corrected, rather that some key areas of literacy are highlighted to aid the student to improve.
- 4.2 The following marking criteria may be addressed:

- Spelling error ○
- Grammatical issue —
- New paragraph needed //
- Missing/incorrect punctuation ○

## **5.0 ASSESSMENT OF LEARNING**

- 5.1 Over the course of the academic year, a minimum of 3 formal assessment of learning opportunities should be identified and timetabled – normally at the end of a unit of work when moderation can take place. These could include: tests, presentations, extended writing, practical work.
- 5.2 The Curriculum Lead must identify consistent assessment opportunities across a cohort.
- 5.3 Agreed assessment criteria must be identified for each of the Assessment of Learning opportunities.
- 5.4 All teachers must centrally record marks/grades from the assessment points at key monitoring points throughout the year.
- 5.5 Following each monitoring point, the Curriculum Lead should analyse the data to identify underperformance of individuals/groups. This should be discussed at staff meetings and intervention strategies put in place to accelerate progress.

## **6.0 ASSESSMENT FOR LEARNING (AFL)**

- 6.1 Assessment is an integral part of the learning process and as such many of the strands of AFL will be present in an ongoing and continuous process.
- 6.2 Good assessment practice will:
  - Enable the active involvement of students in their own learning.
  - Promote student progress through a shared understanding of the learning processes and the routes to improvement.
  - Enable the Teacher to adjust teaching to take account of assessment information and to focus on how students learn.
  - Provide information for future planning for individual students and cohorts.
  - Enable continuous reflection on what students know now and what they need to know next (feedback).
  - Promote intervention and link judgements to targets.
  - Raise standards.
- 6.3 The Teacher will use a range of strategies, including:
  - Providing continuous oral and/or written feedback which identifies strengths and the next step(s) for improvement.
  - Promoting student involvement in self and peer assessment.
  - Making objectives and success criteria explicit to students.
  - Promoting inclusion by attending to all students' learning needs, particularly for students who are at risk of underachievement.
  - Engaging students in questioning, to promote thinking
  - Promoting discussion and group work

## **7.0 SUCCESS CRITERIA**

- 7.1 Formative and summative assessment is integrated into department/faculty schemes of work.
- 7.2 Marking and feedback facilitates learning and progress, leading to improved standards of attainment for all students.

- 7.3 Marking for literacy is visible and effective across the Academy.
- 7.4 Students and staff feel confident in the accuracy and process of setting targets for continual progress.
- 7.5 Teachers are assessing and monitoring students' work on a meaningful basis and when appropriate.
- 7.6 Assessment is rigorous, leading to accurate monitoring of progress and early intervention procedures

## **8.0 MONITORING AND REVIEW OF THE POLICY**

- 8.1 The Local Governing Committee (or responsible committee) will review this policy in line with the procedure for policy review.
- 8.2 Date for Review  
If no other reason for review (see policy review procedure) this policy will be reviewed every 3 years.