



Cranbourne Assessment policy

Rationale:

Assessment is important because it will help to identify, plan for and meet the learning needs of all our students. We seek to improve the motivation of students through consistent feedback regarding individual progress with an emphasis on recognising and rewarding individual improvement. We recognise the importance of both summative assessment (that which assesses what point students have reached) and formative assessment (that which shapes future teaching and learning). Formative assessment (Assessment for Learning or AfL) will allow students to become effective learners by enabling them to reflect on:

- Their knowledge of themselves as thinkers and learners.
- Their understanding of the task in hand.
- Their tactical knowledge of how to improve their own learning.

This policy is drawn up in the accordance with the planning duty in Equality Act 2010. It draws upon the guidance set out in the Equality Act Codes of Practice (2010) including the Reasonable Adjustments for Disabled Pupils guide (2010). The Senior Leadership Team at the school will continue to monitor the Assessment process in order to ensure all groups are represented and treated fairly.

Purpose:

- Use assessment outcomes to inform future planning.
- Measure attainment, where appropriate, against national, local and school norms.
- Recognise and reward individual student achievement and improvement.
- Monitor individual student progress and give feedback on progress made.
- Allow students to identify their own strengths and areas that require further improvement.
- Set targets for improvement.
- Motivate students to further success and to be actively involved in the learning process.
- Reinforce students' confidence and self-esteem.

KS3:

- Mastery is the objective for all students in all subjects
- Subjects are split into topics (Key Performance Indicators) and scored from 0-100 three times per year.
- Departments set thresholds to indicate whether a score is:
 - Below age-related expectations (amber)
 - Meeting age-related expectations / mastery (white)
 - Exceeding age-related expectations (green)
- Should a student be awarded an amber score then therapy of some description must be provided in order to move the student to a position of mastery.

KS4:

- Summative assessments at KS4 will be formal mock exams in November and March. Every detail of these will mirror the real GCSE exams in order to properly prepare students.
- GCSE targets for Year 10 are set in the first half term of the year. We employ 4Matrix A8 estimates based on the submissions from hundreds of schools the previous summer. We use students' KS2 scores to determine what KS4 scores would be required for them to meet national averages.
 - English score determines English target
 - Maths score determines maths target
 - Combined English and maths score determines open/Ebacc subjects' targets
- These scores will be decimals and so we can round up to the next whole grade and set this as the minimum target. Staff can then increase targets where necessary. Any targets not grade C/4/Pa as a result of this process will be moved to C/4/Pa unless the AHT responsible for SEN decides it is not appropriate.
- A formal, electronic and dynamic tracker will be maintained by the head of department and stored centrally so that all stakeholders have access.
- Heads of department will employ the previous year's published boundaries plus an extra 5% to award grades.
- Professional predictions will be derived using the information stored on the tracker with the mock exam score contributing the most towards the prediction.
- Data Validation Meetings will take place after each mock to ensure that predictions are as accurate as possible.
- Based on predictions, there will be a Pupil Progress Review Meeting whereby an action plan for each student not on track to meet their target will be devised.

Strategies:

- Assessment is undertaken to measure, monitor and increase individual attainment.
- Assessment objectives and criteria should be shared with students.
- Assessment procedures should be an integral part of the learning process and involve students.
- Methods of assessment should be included in schemes of work and other departmental policy. They should be varied, systematic, continuous and manageable.
- Self assessment and peer assessment are both important methods of assessment which should be encouraged.
- The emphasis of assessment should be positive. It should involve the student as much as possible and aim to improve the quality of students' learning.
- Assessment should build on what students know, understand and can do. Concise formative comments need to tell the student what they can do, where they are wrong and why, and what they can do to progress.
- The quality of questions that are used in the classroom will aid effective assessment procedures.
- The evidence provided by assessment should be recorded and reported in accordance with school procedures as set out in the relevant documents. It should provide a sound and meaningful basis for communicating with parents.

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This policy should be read in conjunction with the feedback and marking policy.