

THE WENSLEYDALE SCHOOL AND SIXTH FORM ASSESSMENT POLICY

Rationale:

The purpose of all forms of assessment at The Wensleydale School and Sixth Form is to ensure that all students make outstanding progress.

Information derived from high quality assessments must indicate exactly what a student needs to do to improve and guides the teacher in the construction of future lessons or the adaptation of lessons as they are being delivered. We do not wish staff or students to be involved in the aimless discussion of levels, sub-levels or grades. This will not lead to improvement and can often be de-motivating. We want to hear the practical detail of what is needed to make progress. Most importantly, we believe that assessment must result in action.

All assessments must be handled with high levels of sensitivity and focus on positive future steps that can be undertaken to improve learning over time. The greatest care must be taken to ensure that assessment enhances student self-confidence and promotes resilience. Such information also allows the students and key stakeholders to make accurate comparisons against national standards. During an academic year students will receive four Progress Reports in Key Stage 3 and four in Key Stages 4 and 5. These are calendared.

Types of assessment:

In order to allow all students to demonstrate their learning it is important to offer a wide range of assessment techniques. If our assessments are narrow in range and scope then we may not have a reliable indication of student understanding. We expect teachers to specify the success criteria of an assessed task and, where appropriate, to allow some flexibility in how students demonstrate their skills and understanding.

Teachers will therefore employ a range of techniques or strategies within lessons to assess the understanding of all students. This may take the form of oral or written questions, classroom discussions and the observation of other forms of student activity. More formal assessments based on exam papers or parts of exam papers will also be used. Student understanding will also be assessed via exercise books, folders or the various forms of homework tasks. Please refer to the Marking and Homework policies.

Peer assessment will also be used. This will be a structured process that allows students to make informed comments on the work, both oral and written, of others.

As students move through the school increasing importance will be placed on self-assessment as this is the basis for independent learning. Students are encouraged to indicate what they have and have not understood in a lesson or sequence of lessons. Opportunities to do this need to be built into both individual lessons and longer sequences of time.

Assessment is a collaborative process, involving staff, students and parents. Teachers are therefore expected to set out key assessment activities in the curriculum learning plans so that all stakeholders can be involved. All forms of assessment are underpinned and characterised by high levels of mutual respect and excellent communication.

The school CPD programme will support all staff in their use of assessment, developing their skills and confidence throughout the year.

Evaluation:

The quality of assessment will be formally reviewed twice per year via work scrutiny, lesson observation, student voice and the analysis of data. Governors will be kept informed through the Headteacher's Report at each full governing body meeting.

Date of Policy: September 2020

Date of Review: September 2023