

DHAHRAN BRITISH GRAMMAR SCHOOL
ASSESSMENT POLICY – KEY STAGE 2 2013 - 2014

GENERAL AIMS:

- To provide effective feedback to students
- To actively involve students in their own learning and assessment
- To adjust teaching to take into account the results of assessment
- To communicate assessment information regularly, simply and effectively to students, parents and other professionals
- To acknowledge, reward and celebrate achievement

PRINCIPLES:

- Assessment and marking should raise self-esteem and self-confidence by acknowledging achievement and progress and offering clear advice on how to improve further still
- Marking – See School Marking policy
- Students should be provided with regular and varied opportunities to show what they know, understand and can do
- Students should know their most recent level of attainment from the half-termly or termly review, their progress made and what they need to do to improve
- Students should be involved in the assessment process so that they learn to identify the quality of work expected of them to achieve their potential

- The school Rewards Policy should allow good progress, effort and achievement to be acknowledged, celebrated and rewarded
- Assessment data should be used to help evaluate the effectiveness of the curriculum and teaching, and to predict future performance
- Assessment, recording and reporting practice should be of a high standard, manageable and not make excessive demands on teacher time

HEAD OF KEY STAGE AND TEACHERS

- Develop schemes of work with a variety of assessment methods matched to the needs of all students
- Develop methods of recording the progress of individual students in accordance with the whole-school strategy
- Ensure consistency of assessment, marking and reporting
- Develop a portfolio of student work
- Termly targets and the setting of new targets (levels/grades and advice on how to reach these) in student friendly language
- Analyse results data and use this data to inform curriculum planning, and improve teaching and learning

Review date August 2014 (annually)

The class teacher will also:

- Identify the intended progression for his/her teaching groups, taking account of Level and Grade descriptors
- Identify and explain the main learning objectives and assessment strategies to students (and LSAs) at the start of each module of work and lesson
- Recognise the range of needs/abilities within the class and use this information to set realistic, but challenging targets for individuals
- Provide a variety of assessment opportunities matched to student needs, including self- and peer-assessment
- Set students targets for improvement on a termly basis
- Use the school Marking policy to provide feedback which helps students to identify achievements and which sets clear targets for improvement
- Acknowledge and reward good work and progress
- Keep records and report on individual student progress to parents two times per year
- Keep individual and group records and pass them on to the teacher taking over the group
- Use assessment information to select appropriate activities and resources which take account of students' prior learning and achievement
- Employ continuous informal and regular formal assessment strategies and carry out summative assessment
- Discuss student progress and attainment with parents as required

The Student will:

- Complete all the assessment tasks given in lessons and for homework to the best of his/her ability
- Discuss achievement, progress and future targets with class teachers, Key Stage Leader and parents as required
- Work towards the set targets and tell the teacher when there are problems of understanding
- Take responsibility for their own learning by actively participating in lessons and acting upon feedback and Targets for Improvement
- Remain on-task, bring the correct equipment and make full use of their Homework Diaries and other planners

Parents/carers will:

- Keep an eye on progress by looking at books and folders, checking Homework Diaries and Reading Records and signing them on a daily basis, commenting where necessary
- Read through full reports, discuss with the student and reply with any comments, information or advice
- Attend the Parent Teacher Conferences to discuss progress and achievement with the class teacher and subject specialists
- Make contact with the school when they wish for more information
- Encourage and support students in their role

Pastoral

- Identify students in their Year Group at general risk of underachieving owing to, for example, attitude, attendance, behaviour or academic problems, and ensure mechanisms are put in place to address these concerns
- Arrange meetings with parents to discuss progress when appropriate
- Organise transitional arrangements for children moving between Key Stages
- Teachers to act in a pastoral role with children who have moved to another Key Stage on a termly basis

The Head of Key Stage will:

- Monitor Homework Diaries and act upon issues that may lead to underachievement, for example continually incomplete homework or poor behaviour in lessons, and further highlight and reward good progress and hard work
- Meet parents on an individual basis as required
- Liaise with staff regarding student progress where appropriate
- Monitor subject planning and the delivery of the curriculum
- Monitor assessment practice through lesson observation, monitoring of schemes of work and as a regular feature of Key Stage meetings
- Support all teachers with all issues relating to the Assessment Policy
- Report to the Head on a monthly basis with information relative to the Key Stage

TYPES OF ASSESSMENT

- Weekly Spelling Tests
- Weekly mental maths tests
- Half Termly assessment Tests in English and Numeracy
- Unaided and Extended Writing (portfolio based)
- NFER Reading Test 3, 4, 5 and 6
- EPIPS annual assessment
- Formal Reports to parents – twice yearly
- Parent Teacher Conferences – twice yearly

Good practice:

- Assessment is a planned part of the teaching programme. Learning objectives and expected outcomes are made clear to the students at the start of lessons and progress checked through plenary sessions
- Students are made aware of how their work will be assessed and what is required to achieve particular levels
- Marking is regular and feedback informative
- Comments on work help students to understand why they have achieved particular levels/grades and how they can improve further
- Assessment of individual achievements and needs leads to differentiation strategies
- The teacher uses different kinds of assessment over time
- Students are involved in the assessment procedure through marking of their own work and the work of their peers

Self-and Peer-Assessment

It is essential that wherever possible students understand the criteria by which they are assessed and can apply those criteria to their own and each other's work. Understanding assessment criteria provides students with the opportunity to reach their highest potential in the ways that the curriculum requires.

- Self- and peer-assessment allows students to evaluate their progress, pick up advice from other students and develop collaborative learning skills
- Self and Peer-assessment also encourages the development of independent learning skills since students are less dependant on their teacher for criticism and advice. They are not, however, substitutes for teacher assessment and must be planned into lessons and units where they will have a positive effect on student achievement
- Teachers should always deal sensitively with students when carrying out peer-assessment, showing due regard to issues of potential bullying and student self-esteem