



THE  
**Beaulieu Park**  
SCHOOL

# SECONDARY ASSESSMENT POLICY

<b>Committee Responsible</b>	LGB
<b>Lead Staff Member</b>	Principal
<b>Approved by</b>	LGB
<b>Date Approved</b>	Autumn 2021
<b>Review Date</b>	Autumn 2023

## THE BEAULIEU PARK SCHOOL – SECONDARY ASSESSMENT POLICY



### **AIMS**

Assessment should be a manageable, integral part of the teaching and learning process. It should help our students to chart their way forwards so that they may take pride in their achievements at whatever level. Assessment should be accurate, consistent, providing teachers, students and parents with feedback.

Effective assessment will:

- Be recorded and directly inform the reporting to parents
- Provide feedback to students about their learning in relation to their attainment and public examination grades. It will help students develop strategies to move progress forward by identifying their strengths and areas for improvement
- Provide, through the reporting and recording system, feedback to teachers so that they can evaluate the curriculum, review schemes of work and their teaching methodologies
- Provide accurate information to parents with regards to achievement and effort, and encourage involvement in their child's learning
- Provide information for other teachers and agencies
- Utilise prior achievement, e.g. KS assessments, Y7 baseline assessments, GCSEs or AS's
- Be accessible to all students
- Ensure continuity and progression
- Provide students with clear information about the criteria for assessment

### **CONSISTENCY AND ACCURACY OF ASSESSMENT JUDGEMENTS**

Heads of Department and Subject Leaders play a crucial role in ensuring that assessment and feedback conform to consistent standards. It is vital that individual Departmental and Subject Assessment processes mirror the whole school policy in both spirit and detail. Colleagues should be encouraged to share good practice within the Department and across the whole staff.

Internal standardisation and frequent moderation opportunities should be incorporated into all Departmental policies so that staff are consistent and confident in their judgement of attainment. Specific subject detail must be provided about assessment and feedback.

Heads of Department / Subject Leads must collect and inspect exercise books on a regular cycle, meeting subsequently with teachers of the specified year group to exchange views on standards, consistency, differentiation, presentation and feedback. The Senior Leadership Team may participate in this process as part of any departmental or school wide review.

### **SCHEMES OF WORK**

There must be a detailed, easily accessible scheme of work for each year group. In many subjects, this will include detailed lesson plans. Clearly identified opportunities for differentiation must be in place for all years. There should be a minimum of one formal assessment per half term (Key assessment). The scheme of work should outline appropriate homework tasks. Mark schemes should be provided and shared with the students. Teachers must ensure that they value attainment and achievement at all levels. Differentiation should be by task and outcome.

A range of assessment techniques should be employed, linked to the learning outcomes identified in the scheme of work. Lesson plans must identify a range of teaching styles which include opportunities for assessment through speaking and listening, written and practical work.

### **RECORDS**

The school uses the Assessment Manager Programme (SIMS) and other appropriate software as the basis for recording attainment. Data will be made available to all staff and will be the means for monitoring the achievement of students. Teachers must keep and use all relevant prior attainment data.

Interim Reports and written reports will be completed as outlined in the School Calendar.

After examination results are published, target and estimated grades should be compared to actual grades. Departments should then set targets for improvement where appropriate and devise strategies to address any identified weaknesses. Cross-curricular analyses of average scores and levels of entry should be undertaken and a preliminary value-added assessment made.

### **TARGET SETTING**

Prior attainment is the best indicator of future attainment. Targets are set for students in all subjects at Key Stage 3 and in all subjects at Key Stage 4.

### **RESPONDING TO STUDENTS' WORK - Feedback**

- It is of equal importance to value those achievements that contribute to the personal and social development of each student.
- Students' work must be assessed regularly (at least once per half term – key assessments) and feedback given to them.

- Assessment criteria should be displayed in rooms where the subject is taught insofar as that is practicable, and, if appropriate, attached to the student's exercise book. Students should be informed of particular criteria before a piece of work is assessed.
- Work should always be assessed in accordance with the school Feedback Policy (See Secondary Feedback Policy)
- Where appropriate, SPAG should also be addressed using the following codes:

<b>P</b>	Punctuation mistake
<b>Gr</b>	Grammar mistake
<b>Sp</b>	Spelling mistake
<b>CL</b>	Capital Letter mistake
<b>WW</b>	Wrong word
<b>F/C</b>	Factual or conceptual error
<b>//</b>	Paragraph or break needed

Formal Summative Assessment could be:

A Flightpath

KS4 Indicative GCSE or BTEC Grade

KS5 Indicative AS/A Level or BTEC Grade

Other appropriate end of unit test with corresponding indicative grade

### **SELF AND PEER-TO-PEER ASSESSMENT**

- Students should be encouraged to discuss and assess their work and the work of others in pairs, groups or whole classes.
- Targets for individual students should be negotiated with the teacher to lead to selfimprovement and increased motivation.
- Heads of Department should produce use self-assessment as appropriate.
- Students may use electronic programmes to test their own knowledge and skill. Teachers will advise students on the best sites for this purpose.

### **REPORTING TO PARENTS**

- Parents receive an interim report in the autumn and spring term. This report details the target and current flightpath, together with an attitude to learning grade. An end of year report, which is easily understood, will be provided in the summer term for each student to inform parents about their child's progress matched against clear criteria. All comments should be constructive, with targets and goals clearly identified.

## **MONITORING AND EVALUATION**

Heads of Department carry the principal responsibility for monitoring Assessment within their own area. Members of the SLT support Heads of Department through Line Management.

Heads of House are responsible for monitoring assessment across the curriculum within their House and for using assessment to monitor student progress. Form Tutors will normally be involved in this process.

The appropriate member of SLT will report to the LGB on these matters.