
Newton Abbot College

ASSESSMENT POLICY

“Helping students to improve”

It is policy at Newton Abbot College that each member of the teaching staff is responsible for assessment and marking, building on success, and tracking increasing performance to ensure that students’ end of year targets are met.

1. Within lessons teachers should:

- 1.1 Use peer marking and self-assessment.
- 1.2 Use model answers from existing students.
- 1.3 Use oral feedback.
- 1.4 Allow students to comment / reflect.
- 1.5 Encourage students to highlight good work or areas for improvement themselves.
- 1.6 Focus comments on the *learning aims and outcomes* for that lesson, especially in the *plenary* episode.

2. Within 2 weeks of work completed teachers will provide feedback that:

- 2.1 Focuses comments on the *learning aims* for those lessons to ensure students have clear understanding of their learning achievements. *Learning objectives* will be central to the marking process.
- 2.2 Gives written comments that will state *how* the work can be *improved* and encourages students to be reflective.
- 2.3 Uses information gained to alter short-term teaching learning plans.
- 2.4 Comments on the effort, care and attention that students have applied to their learning.

3. On a half-termly basis:

- 3.1 In Key Stage 3, N.C. levels will be assessed and recorded using level descriptors.
- 3.2 In Key Stages 4 & 5, current levels of performance will be assessed and recorded by teachers based upon grade descriptors provided in the syllabus specification documents for each subject.

- 3.3 3.1 and 3.2 will either be achieved using specific assessment tasks, or by teacher professional judgement of students' level of learning achievements.
- 3.4 Teachers are expected to use the half-termly level / grade assessments to complete a self-assessment and target setting activity with students. Students will reflect on the quality of that half term's learning outcomes and set clear improvement targets for the next half term.
- 3.5 All teachers must be familiar with the data / information provided and demonstrate evidence / understanding of its analysis in monitoring progression.
- 3.6 Teachers are encouraged to use examples of students' work to help them understand their strengths and weaknesses and demonstrate how they can improve. Displays in / around teaching areas are beneficial.
- 3.7 Teachers and students will review progress based on prior attainment data and will set improvement targets.

4. On a termly basis:

- 4.1 At Key Stage 3, teachers will record an effort and attainment grade for students using OMR sheets: NC grades will be reported.
- 4.2 At Key Stages 4 & 5 predicted examination grades will be reported.

5. On a yearly basis:

- 5.1 At the start of each year teachers will agree and share a minimum end of year attainment target with all students.
- 5.2 The previous end of year levels / grades will be made available for teachers to negotiate with students.
- 5.3 An annual report will be completed containing comments on progress, attainment and targets for improvement.
- 5.4 Departments will maintain and update on a yearly basis (following internal moderation) an assessment folio containing a selection of "in house" exemplar material to support the standardization process in Key Stage 3, 4 & 5.

6. Continuously:

- 6.1 Where faculty policies include the use of grades and percentages explanations of these values will be communicated to students and where appropriate to parents.
- 6.2 All classrooms will have a wall chart explaining the grading / marking system in operation.
- 6.3 All students will have a copy of the system in their exercise books / folders.

6.4 All assessment information (including that produced centrally) will be recorded in mark / assessment books.

7. Recording

7.1 Teachers must keep individual records of student assessments, within Faculty guidelines; students' academic records must be updated at least once annually.

7.2 It is not necessary to maintain complex, detailed "tick list" type records for each attainment target.

7.3 Records are needed to enable teachers to make summative judgements about which statements of attainment most closely describe the level of students' achievements.

7.4 Faculties are expected to develop, over time, portfolios of students' work representing different levels, which will assist in the assessment and moderation processes, and assist new colleagues to adapt to the procedures of the Faculty, as well as being available to students to assist their self-assessment.

7.5 CLT will take this into account in formulating the annual INSET plan.

7.6 Termly, all students' work (in Years 7-11) will be assessed summatively against criteria laid down in curriculum booklets and these assessments reported to parents.

7.7 Student effort will also be assessed summatively

8. Reporting

8.1 Legal requirements will be met. At present, these require annual reports to parents, with end of key stage reports including individual and comparative reporting of: National Curriculum test, task and teacher assessment; and of external examination results.

8.2 In addition to termly assessment grade sheets (for Years 7-11), there will be written reports (and subject reviews for the Sixth Form) issued according to the attached schedule (appendix 1).

8.3 All subject reports will contain a course statement outlining what students have studied, along with teacher comments about students' work and progress, and a current National Curriculum level or predicted GCSE / GNVQ level as appropriate.

8.4 Reports for Years 7-11 will follow a common format (see appendix): subject reports will contain a course statement identifying the programme of study which has been followed, and teachers will report upon students progress in individual subjects, highlighting individual strengths and weaknesses and identifying targets for development.

8.5 The style and content of these teacher comments is critical as students and parents place great importance upon teachers' reports on student progress. Reports will be considered unacceptable if they: contain personally disparaging comments; contain comments unrelated to progress and attainment; or are presented in a slapdash and untidy way.

8.6 Line managers will monitor the writing of reports (Heads of Faculty for subject reports; Heads of House for Pastoral reports), giving assistance and guidance where necessary, especially with new colleagues and newly qualified teachers.

8.7 Members of CLT will monitor all reports issued to parents, ensuring quality and consistency, and ensuring adherence to college policy as laid out in this document.

Reviewed by Governors Curriculum Committee

December 2003

POLICY HISTORY

Policy / Version Date	Summary of change	Contact	Implementation Date	Review Date