



Assessment Policy

EBN Trust

Created:	Sept 17	
Reviewed:	21 September 2017	
Ratified by the Full Board on 21.9.17:		Signed:

Assessment Policy

Purpose

The purpose of this policy is:

- To support students and teachers to identify the starting points of our students.
- To help students to know understand what the assessment criteria for success looks like.
- To be able to use the criteria to identify what they have achieved.
- To use the criteria to identify the steps they need to take to improve.
- To use the criteria to compare and critique model answers.
- To help teachers identify what progress has been made, analyse progress across groups and identify any areas for improvement.
- To inform teaching and learning differentiation, challenge and stretch.
- To provide reports to parents on the progress of their children.
- To inform reports to governor's.

Standards

At EBN teachers are expected to:

- Be fully informed of what the assessment criteria are for the current syllabus.
- Understand the grade boundaries required to provide accurate assessment data.
- Share the assessment criteria with children.
- Teach students to use assessment criteria to critique model answers.
- Provide feedback to students in line with the 7 stages of feedback for success.
- Provide a mid-termly accurate teacher assessed grade.
- Provide a termly formal assessed grade for all year groups – WAG.
- To use the data from assessed work to inform teaching and learning so that gaps in knowledge are filled.
- To use assessment and feedback to create a culture of high challenge and stretch in all lessons.
- To ensure that all formal assessment exam papers and mark schemes are fit for purpose.

Assessment Cycle – Formative and Summative

The following is the expectation for providing accurate data on student attainment and progress.

- 1) Baseline assessment carried out on induction – full GCSE Paper on English, Maths, Science plus reading and spelling tests.
- 2) Formative feedback in line with the marking policy every 2 weeks.

- 3) Teacher assessed grade to be supplied to the data manager in line with the mid-term deadlines.
- 4) Termly Formal Assessments carried out in exam conditions for whole school progress analysis (This will include all curriculum areas as well as reading, spelling, Functional Skills).
- 5) Standardisation and moderation of all formal assessments to be carried out termly.
- 6) All coursework/vocational portfolio work to be moderated in line with awarding bodies' internal and external verification processes.

Reporting to Parents

As part of our assessment policy parents can expect to receive a report about the academic achievements of their son/daughter three times a year.

Two of these reports are progress reports, which will compare current student performance to the potential of the student. One progress report is sent home in the autumn, and one in the spring term. These progress reports are linked to the academic attainment and will be used to inform the dialogue between student and tutor with regards to their academic progress.

One written summative report will be sent home in the summer term and will provide a detailed summary of the progress that students have made and a subject specific target for improvement.

Monitoring of this policy

- Every two weeks the QA process will check student and staff feedback
- Mid-term QA process will check literacy and numeracy marking and development.
- Every mid- term data analysis will identify targeted intervention.
- Termly WAG analysis

Other policy's related to this:

- Marking and Feedback.
- Teaching and learning.
- Examinations Policy
- Staff Development Policy