

Cornwallis Academy Assessment Policy

Adopted by NLL Academies on 01 September 2007

Formative Assessment

Assessment in lessons should be using the principles of 'Assessment for Learning'. (see appendix 1& appendix 2)

The key features are:

Involve students in their learning
Model quality
Give feedback to students about their work
Self assessment and **peer assessment**

Involve students in their learning

In order to involve students fully in their learning, teachers:

- explain clearly the **reasons for the lesson** or activity, in terms on the **learning objectives**;
- **share the specific assessment criteria** with students;
- help students to understand **what they have done well** and what **they need to develop**;
- show students how to **use the assessment criteria to assess their own learning**.

Modelling quality

- encouraging students to **listen** to the range of students' responses to questions;
- showing students the **learning strategies**;
- showing students how the **assessment criteria** have been met in some examples of work from children not known to the students;
- encouraging students to review examples from anonymous students that do not meet the assessment criteria, in order to suggest the **next steps to meeting the assessment criteria**;
- using examples of work from other students in the class highlighting the ways it meets the assessment criteria or standards (**where appropriate**).

Feedback

- Feedback focuses on learning objective(s).
- Evaluative comments which indicate how to improve.
- Opportunities for or evidence of follow up.

Self evaluation

- Identify **gaps between their actual and optimal performance**
- **Develop strategies** to close the gaps
- **Reflect** on their own work;
- Be **supported to admit problems** without risk to self-esteem;
- Be **given time** to work problems out.

Summative Assessment

Every student will have an individual target for their achievement every six weeks.

Data predictions will be provided to staff by the Deputy Head responsible for Assessment. These predictions will be based on prior attainment in National Tests (FFT data) or by ALIS testing in the sixth form. Final targets will be set and agreed by the end of the first half term.

Parents will receive six target updates throughout the academic year. The end of annual report will also include a commentary on progress towards targets.

School Assessment

Target setting – all teachers will be issued with data predictions for their students. Teachers should then discuss these with students (and parents where possible) to build challenge to these targets. Teachers should only reduce grades from the data prediction in exceptional circumstances only.

Subject leaders should have an over view of the targets set to ensure they are challenging and that they are indicating improvement in subject performance.

Target reviews will involve all teachers in assessing student progress towards the target set. Teachers will select one of the following options:

- Student exceeding expected target
- Student achieving expected target
- Student not achieving expected target

Each student and parent will receive an individual print out of their targets and reviews. Form tutors and Directors of Learning will receive the information in a table format. Students who are not achieving their targets in a significant number of subjects should be offered support either through the tutor team or the Learning Mentors. Students who are doing particularly well or poorly should receive some parental contact (either by letter or phone). This should be coordinated by the Director of Learning.

Appendix 1

Assessment for Learning – AfL

Definition

The process of seeking and interpreting evidence for use by learners and their teachers to decide what stage learners have reached in their learning, where they need to go and how best to get there.

The 10 Principles that underpin the process are:

AfL should be part of effective planning teaching and learning

A teacher's planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners will receive feedback, how they will take part in assessing their learning and how they will be helped to make further progress should also be planned.

AfL should focus on how students learn	The process of learning has to be in the minds of both learner and teacher when assessment is planned and when the evidence is interpreted.
AfL should be recognised as central to classroom practice	Much of what teachers and learners do in classrooms can be described as assessment. That is, tasks and questions prompt learners to demonstrate their knowledge, understanding and skills. What learners say and do is then observed and interpreted, and judgements are made about how learning can be improved.
AfL should be regarded as a key professional skill for teachers	Teachers require the professional knowledge and skills to: plan for assessment; observe learning; analyse and interpret evidence of learning; give feedback to learners and support learners in self-assessment.
AfL should be sensitive and constructive because any assessment has an emotional impact	Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback that they give. Comments that focus on the work rather than the person are more constructive for both learning and motivation.
AfL should take account of the importance of learner motivation	Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate learners. Motivation can be preserved and enhanced by assessment methods which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction.
AfL should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed	For effective learning to take place learners need to understand what it is they are trying to achieve - and want to achieve it. Communicating assessment criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment.
Learners should receive constructive guidance about how to improve	Learners need information and guidance in order to plan the next steps in their learning. Teachers should: <ul style="list-style-type: none"> • pinpoint the learner's strengths and advise on how to develop them • be clear and constructive about any weaknesses and how they might be addressed • provide opportunities for learners to improve upon their work.
AfL develops learners' capacity for self-assessment so that they can	Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

become reflective and self-managing	
AfL should recognise the full range of achievements of all learners	Assessment for learning should be used to enhance all learners' opportunities to learn in all areas of educational activity. It should enable all learners to achieve their best and to have their efforts recognised.