



Assessment Policy

The school's aim is to foster the individual aptitudes and meet the individual needs of each pupil and assessment is one of the key means by which we are able to meet this aim. The prime purpose of all forms of assessment is to translate our understanding of each pupil into action that will benefit their learning and our assessment procedures are to be valued in so far as they contribute to this end. Assessment can be summarised as fulfilling the following functions:

Summative: to provide us (and others, including parents, future schools, educational psychologists) with a picture of a pupil's development through time

Diagnostic: to provide a detailed picture of the pupil's strengths and weaknesses, to inform any necessary action to benefit the pupil

Formative: to aid teaching and learning planning and to aid the mapping out of the next steps in pupil's learning

What matters most is that we should be able to reflect upon and analyse assessment information and use it to inform our future teaching. To this end, the assessment process is routinely translated into action through a variety of meetings between teachers that lead to action planning for each individual pupil.

Management

The overall management of assessment for learning throughout the school is the responsibility of the Teacher, supported by senior teachers and the Principal. Our assessment dates are reviewed regularly to ensure that there is an appropriate overall balance of assessments, conducted at appropriate times, and to conduct an annual review of assessment procedures.

Forms of Assessment

Assessment for Learning - Routine Teacher Assessment

The most frequent and most vital form of assessment takes place in the course of each lesson, in the teacher's responsiveness to the pupils learning as the lesson takes place. This is our primary form of assessment. Conversations with pupils as they are working and observations of how pupil approach a task are crucial features of lessons and will often result in proper and positive divergence from lesson plans or adjustment to future plans. The teacher's ability to notice, to adjust to and to give positive feedback to pupil as a lesson proceeds is the most important form of assessment in that it is the form of assessment most likely to translate directly into benefits for each pupil. In the course of each lesson, we should always aim to be pinpointing a pupil's strengths and advising how to develop them as well as being clear and

constructive about any weaknesses and how they might be addressed, and providing opportunities for the pupil to improve upon his/her work. This approach develops the pupils capacity for self-assessment so that he/she can become reflective and increasingly independent as a learner.

Graded assessment

For teacher assessment, we use mark pupils work and grade it, to:

- place the emphasis on the teacher's judgement of a pupil's performance
- foster discussion of pupil between teachers within a year group or department
- see a pupil's performance in relation both to the demands of the curriculum

Discussion between staff, focusing on the pupil's actual work is at the heart of our assessment procedure. To achieve consistency in the grades across the year and between years, the grading process involves teachers discussing and agreeing grades as appropriate within subjects and year groups, based primarily on samples of pupil's work. Discussion about the pupil's actual work rather than 'numbers in a mark book' leads to a clearer picture of the pupil's performance and the process it encourages reflection about each pupil's strengths and needs. In this way, the process of grading enhances our understanding of a pupil and allows for flexibility in teaching approaches.

Teacher's mock assessments are completed twice each year for each year group, in December and March. The assessment process is, in this way, linked directly to review and feedback to each pupil. Regular topic tests and exam questions are completed in class. Academic written reports are sent to all parents in April/May. In our reports we have two sections; Effort Expectation Grades and Effort Active Grades.

Effort Expectation Grades communicate the amount of endeavour teachers consider a pupil to be putting into their work: EE = exceeding expectations ME = meeting expectations WE = working towards expectations

Effort Active Grades communicate the amount of endeavour teachers consider a pupil to be putting into their work: DL = Dynamic Learner AL = Active Learner PL = Passive Learner

Analysis of Assessments

Assessments are continuously analysed and inform decision making about:

- provision, such as whether a pupils need further support or extension in a given area
- setting
- advice for future schooling
- curriculum developments

Decisions about ability are not made on the basis of a single set of statistics but are determined, subject by subject, over the course of the year, by analysing all relevant information.

Analysis of assessments takes place through:

- the ongoing analysis of an individual teacher to inform planning on a day to day basis
- analysis by teachers and the Principal and support for teachers with individual pupils. Pupils are discussed in meetings and assessment analysis is also discussed.

Pupil Feedback

All pupils receive feedback:

- through their classwork and homework handed in
- through class discussions
- through their internal assessments.

- Through emails

This helps us keep in touch with how the pupils are feeling about their work loads, their work in class and how they feel about the assessments they have done. This also helps us discern the areas those pupils are having the most trouble with.

Parent Feedback

The parents receive feedback:

- through their children.
- through the work on google classroom.
- through emails
- through phone calls.

This helps us to deal with things like; low attendance, missing work and lack of focus in lessons. We also email and phone parents with any information they and the pupils need to know, just in case they do not pass it along to their parents.

Our Expectations

The expectations we have of our pupils are not unachievable ones. They are ones that enable the pupil to feel like they have made progress and been challenged to the best of their ability. We have different forms of expectations: on-going, marking and assessments.

On-going; we expect:

- Our pupils to show up to lessons on time.
- Our pupils to follow the procedure of “take five and stay behind” this is for pupils to ask any questions to their teacher at the end of the lesson as they may not feel comfortable asking this question in front of their peer group.
- For any pupil who is absent, the individual will need to contact Swansea College to inform us of this absence. This is for the purpose of keeping registrations up to date. Once the pupil, parent or guardian has been in contact we can then offer additional support for our pupils by offering: video recording of the lessons, catch up lessons to ensure the pupil does not feel excluded from their learning.

Marking; we expect:

- We offer pupils corrections to any incorrect work and feedback how to improve (This may be verbal or in written format).
- For each piece of assigned homework we would expect our pupils to complete on time.
- If a pupil is unable to complete their assigned homework the pupil would need to offer insight as to why their work was not completed.

Assessments; we expect:

- For each assessment we would expect our pupils to arrive to their assessment on time.
- We would expect our pupils to complete their work on time to the best of their ability.
- We would expect our pupils work adhere to our school’s policy and not cheat during

assessment from someone else's work. Plagiarism is strictly prohibited, for any pupil who is witnessed cheating their mark would be noted as void. This is important to note: as examinations have been cancelled or postponed during Covid-19, as this factor may take place again, in this instance any assessed work completed by the pupil may be offered as evidence to support their final grade.

What assessment we do

Observational assessments to be completed during classroom time (observed via zoom by the teacher). In class assessments, work to be completed within a time limit to help pupils focus on building time management which is essential for exam preparation by the pupil. The work would then be marked by the teachers after the assessment to give pupils instantaneous feedback.

How We Assess Pupils when they first join

When pupils first join our school at GCSE level, there are no such formal assessments, an online / in-person meeting is arranged with the Parent, pupil and Principal. The pupils interests and ability and previous studies are discussed in detail. The first three weeks are spent reviewing year 9 work and the base topics they pupils would have previously completed, this is a refresher and a confidence builder to settle them into class.

At A-level entry students GCSE results are taken into consideration, our entry requirements for each subject are adhered to. At times where students have not attained the result for the subjects they are looking at studying at A level and have achieved a pass, they may be allowed a discretionary entry. Circumstances will be taken into consideration.

Extra Support

We provide extra support for our pupils through; catch-up sessions and for online lessons, video recordings for missed lessons.

Catch-up Sessions are offered if a pupil has joined the course later than others there or if they miss lessons due to illness or important appointments. This allows the pupil to catch up on what they have missed, ensuring they are not behind in the work.