



## Assessment Policy

### Assessment

Assessment is a process which monitors achievement, records progress and directs the future learning of each student. The aim of assessment is to contribute to the educational process which helps each student to become a more confident and successful learner. Specifically, the assessment activity at Marling School will contribute to the learning process as follows for:

- **Students** - an indication of successful learning, guidance to how to improve and recognition of achievement.
- **Teachers** - provide a range of information which will help them plan work best suited to each student's stage of development
- **Parents** - communication about their child's achievement and progress which will encourage parental involvement and support

### Rationale:

Rather than having a single (one size fits all) whole school assessment policy, there is an over-arching Statement of Intent for assessment at Marling School, referencing the fact that departments have their own methods and schedule for assessment. These department policies vary according to need and incorporate different forms of assessment; the departmental policies are found on the school website for parents to access and will be shared with the students.

### Statement of Intent:

Marling School fully recognises the importance of effective assessment and feedback to support student learning and maximise progress. Feedback should be:

- **Meaningful** - The dual purpose of feedback is to advance student progress and to inform teachers' planning. Therefore, the type and frequency of this feedback will vary depending on the age group, subject and piece of work and assessment should be used throughout the lesson to evaluate the learning and shape the structure of the lesson.
- **Manageable** - The frequency and complexity of written feedback, as well as the cost and time-effectiveness of providing it, will be significant considerations in deciding on the most appropriate mechanism for feedback. However, Marling School's expectation is that there will be a minimum of one piece of in-depth assessment per term.
- **Motivating** - Feedback should motivate students to progress. An important aspect of this is to acknowledge students' work and appreciate that students need time to consider assessed outcomes and respond to them. Success criteria should be shared with students through frameworks, models of good practice etc.

### Departmental Policies:

The policies outline the following:

- **Departmental Rationale:** description of research undertaken, any work trialed with outcomes that have prompted forms of assessment
- **Frequency** and deadlines of returning the work
- **Assessment schedule at each Key Stage:**
  - The range of assessment used
  - How the assessment links together to aid student progress
  - What the assessment will look like in the folders / books

### Monitoring

The monitoring of assessment practice and student outcomes takes place via our self-evaluation process. Teachers, curriculum leaders and members of SLT undertake lesson observation. Subject departments undertake work scrutiny and utilise student voice as per Oversight plan. SLT and HoDs work sample through Oversight and use student focus groups. The findings contribute to school improvement.