



Trinity College

Assessment Policy

Date of Issue:	September 2019
Date Reviewed:	September 2019
Frequency & Date of Next Review:	12 Months September 2020

The three core elements to this policy are:

- 1) Rationale and aims**
- 2) Practice in the school**
- 3) Responsibilities and duties**

The purpose of assessment is to raise standards in pupil performance. The primary function of assessment is to move pupils on in their learning.

Trinity College recognises that pupils:

- Have preferred learning styles
- Have different cultural experiences, expectations and needs
- Perform differently according to the context of learning
- Need to be informed of their achievements and areas for improvement in the learning process

This Policy (and the Curriculum Policy) reflects the requirements of the pupils

The aims of the Assessment Policy:

- To provide clear guidance on Trinity College's approach to assessment, recording, monitoring, reporting and target setting.
- To provide a coherent approach to assessment, recording, monitoring, reporting and target setting.
- To monitor, record and build on pupils progress
- To promote opportunities for pupils to reflect on their work, the feedback provided and to take responsibility for setting their own targets
- To promote a positive self-image and growth mind-set for pupils and to encourage pupils to value and take pride in their work
- To celebrate and reward pupils achievements and progress

Rationale

- Assessment is the responsibility of everyone
- Assessment should inform planning, delivery of lessons, learning and progress
- Assessment should be manageable and purposeful
- Assessment must provide understandable information to everyone (staff, pupils, parents/guardians/carers)
- Assessment must provide information on strengths and areas needing development
- Assessment must compare achievement and progress against prior attainment between pupils and groups of pupils

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- Assessment must be used as a tool for evaluation of teaching strategies in terms of what does and does not work
- Assessment must be positive, provide motivation and the path to future success
- Assessment must involve pupils and should include them reflecting on their own work and the work of others
- Assessment must be provided in a timely fashion

Assessment needs to:

- Be manageable and useful
- Be a reliable source of information
- Be positive and support success
- Be clear to pupils, parents and staff
- Be an essential part of teaching and learning
- Be in line with the National Curriculum requirements

The purpose of assessment:

Assessment can be used in many ways for different purposes

1. Formative assessment:

Recording what has been achieved, next steps, setting achievable goals to allow pupils to reach their targets

2. Summative:

Recording a pupil's overall achievement through mid-term examinations, mock and actual assessments and other means of assessment/testing

3. Diagnostic

Identifying individual pupil's strengths, areas for development and providing support to develop

4. Informative:

Providing reports to parents/agencies/carers and other relevant people

5. Evaluative:

The use of relevant information to evaluate the effectiveness of the College Curriculum and the effectiveness of teaching styles/strategies/interventions

Section 2:

Practice

Use of assessment in lessons

There are several expected processes to inform planning and teaching to improve pupil's progress:

- Diverse assessment formats are used including practical work, pupil presentations, coursework, written tasks, group and paired work, and informal methods such as question and answer strategies
- Targets are available to pupils in lessons in the form of National Curriculum Levels (or equivalent), Average Point Scores, GCSE grades, different entry levels, levels 1 and 2 qualifications
- There is a half-termly review of progress against targets of all pupils in all subjects by subject teachers
- Half-termly reviews will inform senior leaders to analyse the data and provide interventions if required
- Records of all Assessments should be kept by the teacher in either electronic or written format and should be available for reference purposes to members of the senior leadership team
- End of unit/module testing allows staff to gather summative assessments that will inform learning, progress, gaps in learning and promote discussion of interventions to close gaps/keep pupils on target
- Lessons should provide opportunities for self/peer-assessment to enable pupils to review the extent to which they have met the learning objectives
- Pupils must have access to level/grade descriptors to assist their learning
- Level/grade descriptors should be on display in classrooms and/or in pupil's subject books/folders (see Appendix 3 for expectations)
- Verbal feedback should involve discussion of targets, objectives met, what went well, specific praise, next steps and establishing the marking code for effort and level of independent working
- Marking and feedback must be:
 1. Clear and purposeful
 2. Provide a positive comment about the work and or behaviour (Appendix 3)
 3. Provide a comment on how to improve or provide next steps (Appendix 3)
 4. In green pen
 5. Give effort and level of independence indicators (Appendices 1 and 2)
 6. Undertaken frequently to ensure pupils continually make progress and act upon feedback

Formal assessments:

Data collected includes:

- Key stage 3 results
- Unit/module tests
- Annual external examinations (GCSE, Entry Level, Functional Skills etc.)
- Assessing Pupils Progress (English, Maths, Science, ICT)

The above data is used to inform progress

Target setting:

Target setting is a key component for continued progress. Targets set in collaboration with pupils should be realistic, achievable and ambitious. Targets and progress made towards targets will be discussed half-termly unless there is cause for concern in which case such discussions will occur more frequently. Targets set should be SMART. Parents receive information about pupil's progress towards targets regularly throughout the academic year via three reports sent out and a parent's consultation meeting

Reporting

Reports are provided in a multitude of ways:

- Interim summative reports for all pupils (three per year)
- A parents/carers consultation at least once per year
- The publication of external examinations
- Pupil progress reports highlighting pupils/groups of pupils progress each half term
- Any multi-agency meetings scheduled throughout the academic year

SEND

The SENCO uses a variety of data to identify any pupils who require additional support. If necessary, diagnostic testing is undertaken using a variety of means.

Section 3

Responsibilities and duties

The leadership group will:

- Review the policy through inspection and specific reviews
- Support and monitor all staff in the implementation of assessment, recording, and reporting practices
- Ensure there is a robust strategy for the management of performance data
- Monitor pupil's progress towards targets in all subjects
- Provide staff with training on the various aspects of assessment to improve practice and improve pupil outcomes

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- Undertake scrutiny of assessment in lessons through quality assurance of teaching and learning, analysis of whole school progress data and marking audit every term providing feedback on current position, strengths and areas for development.

Subject staff:

- Ensure the policy is being adhered to
- Plan assessment opportunities into mid-term plans and regularly evaluate their effectiveness
- Establish subject criteria for assessment and marking which conforms to whole school guidelines and meets the criteria for APP (or equivalent)
- Monitor the consistency of their own assessment and marking
- Ensure the assessment is systematically recorded and is appropriate
- Use assessment information to inform planning
- Use assessment information to set SMART targets
- Ensure pupils have a clear understanding of the assessment criteria (NC levels/GCSE grade descriptors etc.)
- Regularly assess and mark pupils work employing green pen, specific praise, what went well and a step to improve
- Motivate pupils through encouragement and positive comments
- Provide prompt feedback to pupils (marking and feedback should be completed within one week)
- Use the agreed Marking Code (see appendix 1)
- Link marking to targets
- Provide pupils with learning journeys to identify the steps required to complete the journey (broken down into half-termly journeys)

Pupils will:

- Frequently reflect on their work and identify what went well and how to improve
- Seek advice on what to do to improve
- Act upon the advice given by their teachers

Parents/carers will:

- Be involved in regular communication with the school in order to understand the learning needs of their son/daughter
- Assist their child in achieving their learning targets
- Attend parent's consultations
- Read reports sent out

Review and Evaluation of the Assessment Policy:

The policy will be reviewed annually to ensure it is aligned with any changes in the National Curriculum

Appendix 1

Codes for effort

Effort	Description
E1	Positive attitude all lesson Outstanding behaviour in lesson Active listening and engagement in lesson All work completed Independent learning
E2	Positive attitude for large majority of the lesson Good behaviour all lesson A positive contribution made to the lesson Work completed with little help
E3	Adequate attitude for large parts of the lesson Adequate behaviour following classroom rules Some contribution made to the lesson Some work completed willingly
E4	Inadequate attitude Fails to follow classroom rules Little or no contribution to the lesson Unwilling to work

Appendix 2:

Codes for levels of independent working

Level of Independence indicator	Description
I	You completed this work on your own without help
M	You needed an adult to tell you that you were getting it right
H	You needed help from an adult to complete the work
S	You needed a lot of help to complete this work

Appendix 3:

Marking and Feedback Criteria for pupil workbook scrutiny

	Inadequate	Requires improvement	Good	Outstanding
7.1 Literacy (F1)	There is no marking for literacy despite connections being needed in the work that has been quality marked	There is very little evidence of marking for literacy when corrections targets are needed eg corrections of spelling, punctuation and grammar. Whole school codes are used sporadically or not at all	Marking for literacy is clear in work. There is regular evidence of the use of the school marking for literacy codes relating to the improvement of literacy	As for 'GOOD' and there is evidence of students' acting upon teachers' literacy comments et correcting SPAG mistakes
7.2 Frequency (F2)	There is no evidence of marking or checking of the work	Some work is marked within the agreed period. There is evidence of ticking.	Most books sampled are marked within the agreed period	All books sampled are marked within the agreed period
7.3 Student tracking (F3)	There is no tracker sheet in the book/folder for students' to use to track their performance against their target grades/levels	There is some completion of tracker sheets by staff and/or students' on a half-termly basis. However, this has not been kept up to date	Tracker sheets are completed in full up to that given point and students' are also aware of their targets. There is some evidence that the work marked matches the data in the tracker sheets	Tracker sheets are completed fully and there are several examples of marked work displaying the students' knowledge, understanding and skills that match the data in the tracker sheets.
7.4 Quality of feedback and response (F4)	There are no comments in the students' books/folders	There are some comments in the students' books which may include praise and suggested areas for improvement. Targets do not always best inform the learner of how they can improve	Written feedback considers grade descriptors and it is written in a clear and constructive manner, so students' clearly know where to go in their next stage of learning The feedback includes praise and suggests areas for development (WWW/EBI etc) or model answers/detailed annotations in the main body of the text.	As for 'GOOD' there is clear and constructive feedback that ensures that students' clearly know where to go in the next stage of their learning. There is also clear evidence of regular dialogue between teacher and student. There is evidence of students' acting/commenting on feedback or answering a question posed by the teacher/instructor
Peer and self-assessment (F5)	There is no evidence that students' are given the opportunity to peer/self-assess their work	Peer and/or self-assessment are evident in students' work through the green pen approach. This may include students' ticking or correcting work or simple targets for improvement	Regular use of peer and or self-assessment is evident in students' work through the green pen approach and as a result, students' can evidence that they clearly know where to go in their next stage of learning. Targets are not always useful to students.	Regular use of peer and/or self-assessment is evident in students' work through the green pen approach. Students can evidence that they clearly know where to go in their next stage of learning. Self and peer-assessment is based on clear success criteria
Presentation (F6)	Presentation is not good in numerous books and this has not been challenged. Work is not cared for.	Presentation is not good in some of the books and this has not been challenged. Work is not cared for.	Presentation and organisation are rewarded/challenged, or presentation is generally good/very good. The students' take pride in what they are learning.	As for 'GOOD' and there is evidence that work improves, specifically in terms of presentation and organisation. Students' go out of their way to ensure that they take pride in what they are learning