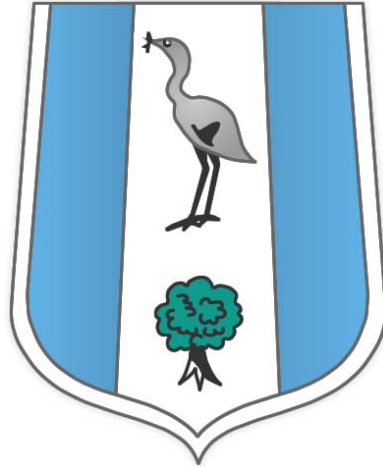


BRANSTON COMMUNITY ACADEMY



ASSESSMENT POLICY

- a) Assessment practice should have a positive impact on students' attitudes, motivation and self-esteem. This is more likely where students see assessment primarily as a means of improving their standards of work and promoting their general development, a prime aim of the Academy.
- b) Assessment provides evidence of working towards key stages within the National Curriculum. This information may be requested by parents at any time, while teacher assessment helps to illuminate SAT scores in the subjects.
- c) Students should have some opportunity to respond to assessment, for instance through reflecting about, revising or correcting work and discussions with their teachers. Teachers should use their results of their assessments to set work which is well matched to their students' capabilities. A variety of assessment procedures is encouraged (including student self-assessment).
- d) Assessments should largely be woven into schemes of work. In addition, faculties are requested to give end of unit/year tests.
- e) Each faculty should have its own assessment policy and it must be remembered that the informative marking of books is a key element in helping students to progress.
- f) Students' work should be marked regularly and certainly never less than every half term . Departments are encouraged to develop standardised departmental marking policies and to ensure that students understand what their marks mean. Work should be annotated with comments that will assist students in improving the quality of their work. "Benchmark" pieces of work, agreed upon by faculty members should be available for reference by teachers (particularly new staff) and OFSTED inspectors.
- g) Marks should be recorded, as appropriate, and at the end of each year, National Curriculum summary sheets for each student in relevant subjects should be completed and passed on to the new subject teacher, the Team Leader (or Key Stage Co-ordinator) and made available to Vice-Principal (JT). Evidence should consist of an exercise book/folder/file with marked, dated pieces of work. Additional evidence is to be encouraged but not at the expense of a more enriching curriculum for the student. Departments that wish to use computer generated summary sheets are encouraged to do so. YELLIS and ALIS Record Sheets should be completed after each round of predicted grades.
- h) A copy of the marks for each department's standard tests and GCSE predicted grades should be filed with the head of department for reference, and use in analysing student progress. Full year lists in all subjects will be returned to Team Leaders, who should compare progress of students in their subject to others. Departments can convert these into class lists by downloading and editing central files into department files.