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Assessment

Date	Review Date	Coordinator	Nominated Director
28/11/11	28/11/12	Director of Studies Academic Director of Studies EFL	NIGEL PAMPLIN

We believe assessment for learning is a major factor of the core principles of our teaching and learning policy. We view it as a way of assisting teachers to modify their teaching in order to improve students' performance. We can see the benefits of teachers involving all students in order to stimulate and help them take their next steps in learning.

We are in agreement with the Black and William (1998) definition of assessment as it 'refers to all those activities undertaken by teachers and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged'.

Within our school, there are two main purposes of assessment:

- **Assessment of learning** (summative assessment) provides a summary of what has been learned in regard to both attainment and achievement at a specific point in time. All pupils undertake end of course tests and interim assessment is undertaken by all students during the term.
- **Assessment for learning** (formative assessment), which we regard as the most important kind of assessment, is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. (Assessment Reform Group, 2002)

We wish to work closely with the Student Forum as we acknowledge that students should be encouraged to form and to express their views.

Aims

- To involve students in their learning and to provide feedback to them.
- To encourage students to assess themselves and to understand how they can improve.
- To use the results of assessment to adjust teaching.

Procedure

Role of Directors	<p>The Directors have:</p> <ul style="list-style-type: none"> ▪ appointed a member of staff to be responsible for Assessment; ▪ delegated powers and responsibilities to the Principal to ensure all school personnel are aware of and comply with this policy; ▪ nominated two personnel, the director of admissions and
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	<p>director of academic development to visit the college regularly, to liaise with the coordinator and to report back to the Directors;</p> <ul style="list-style-type: none"> ▪ responsibility for the effective implementation, monitoring and evaluation of this policy
<p>Role of the Principal</p>	<p>The Principal will:</p> <ul style="list-style-type: none"> ▪ ensure all school personnel, students and parents are aware of this policy; ▪ monitor the effectiveness of this policy; ▪ annually report to the Directors on the success and development of this policy
<p>Role of the Assessment, Recording, Reporting Coordinator</p>	<p>The ARR coordinator will:</p> <ul style="list-style-type: none"> ▪ lead the development of this policy throughout the school; ▪ work closely with the Principal and the nominated governor; ▪ work closely with the SENCO and subject coordinators; ▪ collate information for the target setting process; ▪ compile moderation portfolios; ▪ organise in-house training; ▪ provide guidance and support to all staff; ▪ keep up to date with new developments and resources; ▪ review and monitor; ▪ annually report to the Directors on the success and development of this policy
<p>Role of Teaching Staff</p>	<p>Teaching staff will:</p> <ul style="list-style-type: none"> ▪ assess students to ascertain level of attainment; ▪ plan next stage of learning; ▪ provide information for record keeping; ▪ report assessments to students, parents/parents' representatives/guardians and school personnel; ▪ keep up to date with new assessment initiatives; ▪ attend in-house training <p>Teachers planning will show:</p> <ul style="list-style-type: none"> ▪ clear learning objectives and outcomes; ▪ key learning skills; ▪ differentiation; ▪ key questions; ▪ opportunities for peer and self assessment; ▪ curricular targets; ▪ references to previous learning; ▪ objectives and success criteria; ▪ lesson evaluation and plans for subsequent lessons <p>Teachers will give written or verbal feedback which will:</p> <ul style="list-style-type: none"> ▪ be constructive; ▪ be centred on the qualities of the work; ▪ be linked to the learning objectives and learning outcomes; ▪ identify strengths and weaknesses;

	<ul style="list-style-type: none"> ▪ identify what the student needs to do to improve;
Role of the Student Forum	<p>The Student Forum will be involved in:</p> <ul style="list-style-type: none"> ▪ determining this policy with the Directors; ▪ discussing improvements to this policy during the school year; ▪ reviewing the effectiveness of this policy with the Directors
Role of students	<p>Students will:</p> <ul style="list-style-type: none"> ▪ be made aware of learning objectives; ▪ discuss what they have already experienced, know and understand; ▪ discuss and identify what they need to do to improve; ▪ self-assess their work; ▪ discuss their work with a peer
Role of Parents/Parents' representatives/guardians	<p>Parents will:</p> <ul style="list-style-type: none"> ▪ be made aware of this policy;
Target Setting	<p>All students will be given:</p> <ul style="list-style-type: none"> ▪ an individual target which is set after discussion with the class teacher; ▪ an end of year target in both literacy and numeracy
Student Records	<p>All students have:</p> <ul style="list-style-type: none"> ▪ a folder of their records; ▪ a Record of Achievement folder ▪
Meetings with Parents	<p>Parents are invited to the school or their agents' office in order to be kept up to date with their child's progress.</p>
Reporting to Parents	<p>Parents will receive interim, usually termly, reports summarising their child's progress.</p>
Monitoring the Effectiveness of the Policy	<p>Annually the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the directors.</p>

Principal:		Date:	
Director:		Date:	

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