
Queen Elizabeth's School
ASSESSMENT FOR LEARNING POLICY

Rationale

Assessment for Learning at Queen Elizabeth's School involves all staff and pupils in order to:

- Identify specific achievement and allow for its recognition and reward
- Diagnose specific strengths and difficulties/weaknesses providing information on what each pupil knows, understands and can do
- Assist teachers and pupils in setting learning targets
- Track pupil progress against targets
- Ensure that intervention is focused on individual needs
- Predict future performance
- Evaluate the curriculum, teaching and learning styles
- Increase pupil motivation
- Ensure that the achievement of all pupils is maximised

1.0 Forms of assessment

Assessment takes three forms; diagnostic, formative and summative.

1.1 Diagnostic assessment: Year 7 pupils are tested using MIDYIS tests early in the Autumn Term. In addition, each subject area sets its own baseline test. The results of these tests are used to set targets against which individual progress can be monitored towards KS3. Baseline testing also informs curriculum planning in Year 7 to inform differentiation of input. Key Stage 3 outcomes are used in conjunction with the MIDYIS test results to set individual targets for GCSE outcomes. Pupil progress towards Advanced Level examinations is monitored against ALIS, which is used, along with internal assessments, to set appropriately challenging individual pupil targets for A2 outcomes. Diagnostic assessment also allows for those requiring intervention to be identified and appropriate learning support to be put in place.

1.2 Formative assessment: Teachers make use of their observations, classroom discussion and analysis of each individual pupil's work, including homework and tests, on a day to day basis. They adopt teaching strategies and set learning objectives to meet the needs of all pupils.

1.3 Summative assessment: It is our policy to test pupils regularly and to use the results to assist in the setting process. Departments set tests on a half termly basis. There are School Examinations for Years 10 and 11 in December/January. Years 7-10 also have examinations in June each year. Years 12 and 13 sit internal tests at regular intervals during the year in preparation for external modular examinations. Departments are expected to have a clear statement regarding testing in their handbook. This should include details of the tests used such as standardised synoptic tests, tests covering particular skills or topic areas etc. This information is communicated to parents via departmental areas on the School's website.

2.0 Marking procedures

Summative marking should clearly indicate to pupils and parents the level, GCSE, AS or A-level grade at which the pupil is working. Written comments should accompany work that is formally marked indicating what is good about what has been achieved so far, what needs to be achieved and advice on how to secure higher levels of achievement. All feedback should be linked to clear learning objectives and be given quickly so that pupils remember the context.

3.0 Peer and self-assessment

In addition to teacher assessment, peer and self assessment are useful ways of enhancing formative assessment. When they are used, success criteria are shared with pupils and less emphasis is placed on being right and more on understanding. Pupils are taught the skills of collaboration and co-operation and encouraged to explain their judgements in peer groups. There are planned opportunities for each pupil to reflect on his own performance in each subject, using his diary/organiser to record outcomes.

4.0 Recording

All teachers maintain a mark book and this should contain information on each individual pupil in their classes, including targets for the year/key stage and SEN information. Half term test results, internal school examination marks and end of year interim levels/grades are held centrally in Assessment Manager. Marks are recorded by pupils in their homework diaries/organisers so that they have a record of their progress and parents are kept informed. Key Stage 3 Assessments are recorded using Assessment Manager. ICT is assessed through outcomes from discrete ICT lessons and on a cross curricular basis. The results of these cross-curricular ICT assessments are also held centrally on Assessment Manager. Estimated grades and results for public examinations are recorded centrally. The process is co-ordinated by the business administration office.

5.0 Tracking and mid-year review of pupil progress against targets

Half-way through the academic year, all subject teachers are asked to review the progress of pupils in their charge. This involves teachers answering two questions about each individual pupil:

1. Is the pupil 'on track' to meet their end of year academic target?
2. Is the pupil meeting the expectations of boys at Queen Elizabeth's in terms of conduct, attitude and organisation?

If a subject teacher decides that the answer to either of these questions is 'No', the pupil fails the review in the subject concerned and is placed on 'special measures'. The pupil is then subject to a further check in the subjects he has failed after 4 weeks. In all cases, the subject teacher is responsible for ensuring pupils on special measures receive appropriate intervention. This intervention should provide the pupil with access to the support required to move out of special measures. Heads of Subject and ultimately Senior Managers are

responsible for monitoring such intervention and measuring the outcomes after 4 weeks of the original review. Form Tutors and Year Heads will intervene, in addition to departments, when there is a pattern of underachievement or failure to meet expectations across a range of subject areas. For example, Year Heads will invite the parents of those boys who fail the review in two or more subjects to attend an additional consultation meeting with the relevant form tutor.

6.0 Reporting to parents

At the start of the academic year, each boy's parents receive a letter outlining his academic targets for the year in each subject. Each parent also receives a progress report on two other occasions during the year and is invited to attend a consultation evening. The pattern is for parents to receive one review of progress and one full profile.

7.0 Setting

The criteria for and timings of setting and re-setting is a departmental matter which should be stated clearly in departmental handbooks. Re-setting should take place at least bi-annually and parents must be informed, in writing, of changes. Setting must be based on objective assessments. Subjective impressions of attitude and character are not a basis for setting and invite contention.

8.0 Monitoring and evaluation of assessment systems

The assessment policy is monitored through pupil achievement, classroom observation, departmental reports to Senior Managers and regular work checks carried out by Senior Staff and Subject Heads.