



PRENTON HIGH SCHOOL FOR GIRLS

ASSESSMENT POLICY

Reviewed:	Spring 2021
Ratified:	Spring 2021
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1 PURPOSE AND AIMS

- 1.1 To measure and track progress, attainment and achievement of all students: individually, within the teaching group, within their year group, within specific vulnerable groups and across the school.
- 1.2 To provide the tools to identify where further intervention may be required and to understand where there may be learning gaps for a student or students.
- 1.3 To provide a clear view of current progress for the SLT, Governing Body, Progress Leaders, Subject Leaders and external reviewers as required.
- 1.4 To provide a system that can work alongside National data sets in order that internal data is valid and measurable.
- 1.5 To check learners' understanding systematically, identify misconceptions and provide clear, direct feedback.
- 1.6 To provide teaching opportunities that help students to remember in the long term the content they have been taught.
- 1.7 To provide strategies that enable students to integrate new knowledge into larger concepts.
- 1.8 To use assessment to help students embed and use knowledge fluently.

2 FORMS OF ASSESSMENT

Underpinning the assessment approach: The Assessment Principles (Appendix 1)

Students will be assessed in a variety of ways at Prenton High School for Girls:

- Informally throughout a lesson and through different teaching activities and discussions
- During a lesson using peer and self-assessment
- Through written feedback
- Through more formal tests as appropriate for the subject
- Through trial examinations or annual examinations, relevant to the subject.
- Final examinations.

3 WRITTEN FEEDBACK

Refer to: Excellence in Teaching Document (Appendix 2)

Staff will give feedback on work that requires a response or to aid a student's progress. Notes are for reference and do not require marking although expectations regarding the presentation of work are to be upheld.

In adopting a common approach students are very clear about how to improve and parents can also review this consistent approach when looking at their child's books or work.

Students are encouraged to review their work and will use a green pen to show where they have self or peer assessed and responded to feedback.

Summative assessments will be used following specific teaching activities or processes.

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4 FORMAL ASSESSMENT OR EXAMINATION

Refer to curriculum planning documents

Students will be assessed throughout each unit of work to check their understanding and to identify any knowledge gaps.

Subject Leaders and teachers will use the information gathered from assessments or examinations to enable effective planning and to track students' progress throughout the year.

This information will be used when entering data at formal data collection points.

Formal data collections will be used alongside local and National comparisons.

5 RECORDING

Data is entered formally using SIMs at three points across the year. The timings of these collections is dependent on the year group and where it is most relevant for students at each stage.

The data entered will be dependent on the year group and the time of year.

Subject Areas will also use their own tracking and recording systems to inform the data entered at each point.

6 REPORTING

Information is shared with parents / carers at least four times at key points across the year:

YEAR GROUP	FORM OF REPORTING
7	3 Progress Updates 1 Progress Evening with the Form Tutor 1 Progress Evening with teaching staff
8	3 Progress Updates 1 Progress Evening with teaching staff
9	3 Progress Updates 1 Pathways Event to guide through the process of selecting subjects for Y10 & 11 1 Progress Evening with teaching staff
10	1 Welcome to Year 10 Evening 3 Progress Updates 1 Progress Evening with teaching staff
11	1 Welcome to Year 11 Evening 3 Progress Updates 1 set of trial examination results 1 Progress Evening

The information given on Progress Updates is as follows:

- Relevant progress data (Grade or Number as appropriate) or a descriptor of progress:
Emerging | Developing | Secure | Excelling
- Attitude to Learning Graded A-D

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- Homework Graded A-D

7 TARGET SETTING

All students will be given an end of year 11 numerical grade target range. Targets should be suitably motivating, in that they are aspirational and achievable.

These targets will be set based on the progress students are expected to make from their average Key Stage 2 entry level or Key Stage 2 score. This is to ensure that targets are in-line with national expectations and give each student a positive progress 8 score if they achieve the lower end of their target range. The lower end of the target range will be based on 'expected progress' and the higher end will be what a student would achieve if they achieved 'above expected progress'.

Targets will be reviewed each year and where students are consistently achieving above their predicted target they will be raised. Individual student's targets may be lowered in some circumstances where a student's achievement is well below the expectations due to their key stage 2 entry score not reflecting the student's actual attainment. The lowering of targets will only be considered after a rigorous investigation into the student's progress, behaviour and attitude to learning.

8 APPENDICES

- APPENDIX ONE: The Assessment Principles
- APPENDIX TWO: Excellence in Teaching document
- APPENDIX THREE: Assessment Schedule and Calendar

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