



ASSESSMENT POLICY

Date of Issue:	1 September 2021
Date of Review:	1 September 2022
Responsible Person:	Deputy Head Academic/ Assistant Head T&L

ASSESSMENT

The purpose of assessment at Warminster School is:

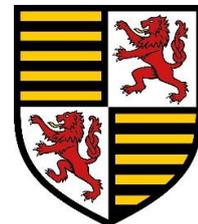
- To facilitate progress in pupil learning
- To provide a continual record of pupil performance
- To provide teachers with up to date knowledge of their pupils' abilities
- To stretch the pupils academically.
- To consolidate learning.

Assessment, in a variety of forms, will be used throughout the school to help all pupils make academic progress. The school recognises that a key element in raising standards is the use of good quality feedback from the assessment to inform the teaching and learning process (see Homework, Marking and Feedback policy).

Summative and formative assessment will be used by teachers throughout the curriculum and schemes of work to help pupils make good progress.

Departments and teachers need to:

- use the program(s) of study to agree/identify opportunities for assessment;
- plan a variety of learning experiences for pupils in their schemes of work so that there is a good balance throughout the course and within individual lessons. This will allow for different forms of assessment to be employed so that weaknesses/strengths in pupils' learning can be identified and improvements achieved;
- consider carefully the nature of the tasks set. An appropriate level of work needs to be provided which probe pupils' grasp of the material being studied;
- utilise a range of *low stakes* assessment techniques so that pupils are challenged to show the extent of their understanding.
- increase the range of opportunities for carrying out continuous assessment by: good classroom organisation which encourages pupils to work independently while the teacher is concentrating on a small group; effective use of the co-operation of support teachers and other adults in the classroom;
- have clear and high expectations of pupils' performances and provide them with understandable assessment criteria so that they are clear about what



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- they need to learn;
- make use of baseline data.
- ensure that procedures and practices adopted for assessing pupils' progress are not too time-consuming and bureaucratic for teachers and/or pupils.
- Make use of asynchronous learning to help develop pupil understanding.
- Ensure that different learning styles are catered for through the assessment process.
- Have clear assessment success criteria
- Emphasise the need for high quality feedback following assessment of/for learning.
- Keep records of assessments in a centrally stored departmental tracker.

Monitoring of the effectiveness of assessment will be done as follows:

- Tutors regularly monitor their pupil's Firefly page for tasks set, feedback given and parental involvement in the pupils learning process. In the Prep School tutors should regularly check Reading records, Spelling books and Mathletics. Tutors across both the Prep and Senior should examine the comments made by staff on reports and refer to line managers if comment is insufficient or inappropriate.
- Spot checks are undertaken by each Head of Department to ascertain how well the various policies concerned with assessment/recording and reporting are being implemented.
- Departments regularly review pupil progress. Those pupils causing concern as well as those who are excelling are discussed, and certain names and information will be passed onto the relevant tutor and heads of house. Those pupils who are suspected of underachievement, including pupils of average or higher ability who are doing just enough to get by, are the focus of discussion. The tutor will form an overall picture of individual pupils and will liaise with the Head of House as necessary.
- Deputy Head (Academic), Assistant Head (T&L) and Head of T&L – Prep perform detailed analysis of pupil progress through tracking documents following each grade card or report session.
- Matters of concern related to assessment/recording and reporting should be discussed with the Deputy Head (Academic), Assistant Head (T&L) or Head of T&L – Prep