

Teaching, Learning and Assessment Policy

Rationale

Assessment forms an integral part of effective teaching and learning, allowing young adults to achieve their true potential.

Aims

- To gather information about the performance of individuals and groups in order to inform target setting.
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual progress
- To allow students to be involved in their own learning
- To inform the Governing Body of the school's standards and achievement and trends of performance

Principles (Assessment, Recording and Reporting)

Assessment may take many forms and range from informal day-to-day teacher assessment to the formal processes involved with achieving a qualification. Assessments may be formative (assessment for) or summative (assessment of).

Effective assessment:

- Offers all students an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children's progress
- Provides the school with information to evaluate work and set suitable targets.

Monitoring and Evaluation

The assessment co-ordinator and Principal will ensure the policy is implemented consistently throughout the school using strategies such as:

- Discussion with teachers, students and parents/carers
- Sampling teachers' planning
- Lesson observations
- Work scrutiny
- Tracking students progress
- Sampling students records and reports

Special Educational Needs

The SENCO will liaise with all concerned to ensure information on individual children with educational needs supports their teaching and learning.

Equal Opportunities

The assessment policy and guidelines encourage the practice of inclusion for all.

Date agreed: 10/01/2012

Date of review: 10/01/2014

Person Responsible: Anthea Bradburne