



# **FYLING HALL SCHOOL**

## **Assessment Policy**

**Last updated: 7 February 2008**

## **Fyling Hall Assessment Policy**

Assessment is an essential part of the teaching and learning process.

The main purposes of assessment are: -

- To help students learn by providing feedback.
- To provide information to teachers which can help in planning both specific lessons and the shape of the curriculum in general.
- To provide information for parents and others involved in guidance.

The school adheres to a general marking policy, which is adapted to meet the needs of individual departments. It forms an integral part of the assessment, recording and reporting system since it helps pupils to see how their work can be improved and developed by building upon success and identifying uncertainties as a basis for remedial action.

In order to implement the marking policy all staff must ensure that:

All marking is regular, thorough enough to spot errors and inaccuracies and appropriate to the development of skills particular to the subject department.

All marking is clear, positive, pupil friendly and diagnostic. In practice, this will mean identifying for pupils what they have done well and providing written comments setting appropriate targets or areas to improve for subsequent work.

All work is returned promptly to pupils while it is fresh in their minds in order that it may form an integral part of the learning process.

Steps are taken to act on missing, incomplete or poorly presented work.

As a staff, we are aware of the research that suggests that pupils tend to focus on number or letter grades to the detriment of taking on board information in a written comment and so although work with definite right and wrong answers eg Maths sums or a vocabulary test may be awarded a numerical mark out of 10 etc. it is acceptable to provide feedback in a comment only. When this is done it is necessary for the teacher to use some system for recording achievement so that it provides information from assessment to plan teaching so that pupils can progress.

When using past or specimen exam questions/papers, pupils should be given an indication (even if only approximate) of the level (KS3) or grade at which they are currently performing and an indication of whether they are on, above or below their target (CAT) level grade. Whenever appropriate levels or grades are awarded, pupils should clearly understand the criteria which have been used to award these and are aware why one piece of work might attract a higher grade than another.

Likewise, whenever appropriate, ways to improve or extend have been suggested.

Accurate spelling and grammar has been encouraged, also correct use of capital letters for proper nouns. Where correction of all such mistakes would obscure the purpose of the work, this has been made clear to pupils and as a minimum incorrect spelling of subject specific vocabulary has been corrected.

All teachers/departments must ensure that pupils understand the grading system used. The marking policy is monitored by Heads of Department.