



Assessment Policy

Review: July 2010

Assessment is an intrinsic part of the process of learning. It acts as the bridge between teaching and learning, and therefore to ensure students make the maximum progress one must use assessment in a reflective and systematic way. It is the purpose of this policy to inform teaching staff of the core principles and expectations of assessment at Woodlands..

Given differences in pedagogic and curricula approaches that exist between subject areas, it is acknowledged that practice in some subject areas may differ in some respects, but all practice should adhere to the fundamental principles and direction of this policy.

Definitions

- Assessment refers to all activities undertaken by teachers and students which allows modifications to be made to the teaching and learning activities.
- Summative assessment, also known as Assessment of Learning, produces feedback in the shape of marks, grades or levels for a student's work.
- Formative assessment, also known as Assessment for Learning, produces feedback which guides students to improve further in the future. The main features of formative assessment are:
 - Sharing the learning objective for the lesson and the criteria by which students will be assessed.
 - Questioning of students to elicit evidence of learning.
 - Feedback to the student should be about the qualities of his/her work and should offer advice on what he /she should do to improve. It should not be about the student and should avoid comparisons with other students.
 - Students assessing their own work against criteria and identifying areas for improvement
 - Students assessing each other's work against criteria and identifying areas for improvement..
 - N.B. All types of formative feedback should lead to students being given the opportunity to act on it.

Formative and summative assessment are not mutually exclusive and this policy recognises the place of both in a child's education, although it is hoped that summative assessment is kept to a minimum and that formative is used much more widely as research has shown that formative feedback has a positive impact on student progress, unlike summative feedback and feedback which combines both summative and formative elements.

Purposes

Assessment of students' work can take place for a variety of purposes. Woodlands staff are asked to follow the guidelines below when using each different type of assessment. Please note that it is not necessary to assess every single piece of written work.

Overall, it is recommended that summative feedback is kept to a minimum, and that formative feedback is the predominant mode.

Type	Purpose	Frequency	Type of feedback (formative or summative)	Comments
Within lessons	To keep learning on track by checking whether students have grasped key elements of the lesson	Every lesson	If necessary	It is not always necessary to provide feedback with this type of assessment
Day to day	Check understanding and the application of learning on an individual level and to guide learner improvement	Fortnightly	Formative	No summative judgement is made.
Periodic	For the teacher to gain an understanding of how the individual student is performing against national criteria	Half-termly to termly	Formative (and possibly summative)	The student must receive formative feedback. If you consider that the student would also benefit from summative feedback then do so. You may decide that the summative information gained from the assessment is for teacher information only.
Transitional	At the end of a key stage or examination course to inform those delivering the next phase of learning	Every 2-3 years	Summative	No formative feedback is given.

Formative feedback should take the form of **WWW** and **EBI**.

WWW (What went well):

Identify and explain what a student has done well (a strength) in their work.

e.g. "WWW: your conclusion was very good because you drew together all the parts of your answer and answered the question".

EBI (Even better if):

Identify and explain **one** way in which a student could improve their work in the future.

e.g. "EBI: you could improve the structure of your paragraphs by making use of topic sentences in every paragraph."

All assessments must be dated and initialled by the member of staff.

Staff should also consider whether a piece of work deserves an appropriate reward (please refer to the Rewards Policy).