

1. Purpose

- To praise, encourage and reward the efforts of learners.
- To allow teachers to evaluate the progress of their learners and adjust their teaching and lesson planning as appropriate.
- To provide learners with an understanding of their progress and a clear idea of the steps they need to take to improve.

Assessment is therefore an ongoing and developmental process which needs to happen regularly and which needs to be actively reflected upon by learners.

2. Baseline Assessment

A baseline is completed for each learner on admission. Age, aptitude and needs of each learner is taken into account when identifying the most appropriate course of study.

3. Summative Assessment

This assesses how well the learner understands a particular subject/topic or how well they can complete certain tasks. It is normally conducted in the form of a test or assessment task and the feedback may be limited to a mark, number, percentage or grade.

4. Formative Assessment

Formative assessment provides detailed feedback which relates back to the learning objectives, celebrates progress and achievement, identifies misconceptions and suggests how to improve further. It may include marking exercise books or verbal discussion.

Formative marking will take place on an ongoing basis including formative feedback and marking for literacy.

5. Our Commitment

At St Andrew's College, teachers commit to:-

- Setting challenging and appropriate assessment tasks (eg Entry Level module tests) on a regular basis.
- Providing learners with clear success criteria.
- Providing learners with a clear indication of their progress through continuous oral and written feedback which encourages self-esteem by identifying strengths and steps for improvement.
- Providing learners with a clear idea of the assessment criteria for key pieces of work so they are able to work confidently towards their potential.

- Providing learners with opportunities to undertake regular peer and self-assessments where appropriate.
- Promoting inclusion by attending to all learners' learning needs, particular those at risk of underachievement.
- Providing learners with a planned opportunity to act upon the comments they have been given.
- Using our assessment of student work to directly inform the grades entered for each learner for the data collection.

6. Marking Policy

A consistent marking policy has the following purposes:-

- It maintains self-esteem and encourages further progress.
- It provides learners with clear feedback.
- It provides all staff with a clearer picture of learners' abilities.

The following practices are incorporated into marking throughout the college:

- Marking is done on an ongoing basis.
- Comments are used to indicate performance.
- Marks and grades are used only when this will add value to learning.
- Comments, both verbal and written, are constructive and supportive.
- Areas of weakness are described as future targets rather than as a criticism.
- Red pen will be avoided and green the colour of preference.

7. Literacy Marking Policy

Formative feedback of learners' written work, where appropriate from staff must include evidence of literacy assessment in all subjects.

Principles

- All curriculum areas have a responsibility to improve the literacy levels of learners through detailed oral and written feedback including spelling, punctuation and grammar.
- There needs to be an approach tailored to individual learners according to need, in the way colleagues feedback in the marking and assessment of literacy.
- Colleagues need to use the results of literacy assessments to plan future activities that build on areas of development identified to promote improvement.

Literacy points to pick up on

- Spelling mistake
- Punctuation missing/mistake
- Poor grammar
- Wrong tense of verb
- Poor expression/slang
- New paragraph needed
- Repetition

Learners can be supported in the identification and correction of such mistakes during the opportunities given in lessons to read and act upon feedback received.

7. Monitoring and evaluation

The College monitors the quality of assessment using data collection, learning walks, lesson observations and book scrutiny which take place in line with the College's monitoring cycle.