

Policy Group: College
Version no: 1.0
Date of issue: December 2020
Approved by: Charity Executive Committee (CEC)

St Andrew's College Assessment Policy

1. Policy Summary / Statement

The purpose of this policy is to ensure that students in St Andrew's College:

- Are praised and encouraged, with their efforts rewarded.
- Have their progress regularly evaluated and their lessons and teaching adjusted as appropriate for their needs.
- Have an understanding of their progress to improve.

Assessment is therefore ongoing and developmental process, which happens regularly and which students and college staff actively reflect upon.

2. Links to Procedures

Admissions Statement
Accessibility Policy
Curriculum Policy
SEND and Inclusion Policy
SAH Diversity and Inclusion policy
SAH Transgender Equality Procedure

3. Monitoring and Oversight

Baseline Assessment

The college will complete a baseline assessment for each student on admission. The age, aptitude and needs of each student will be taken into account when identifying the most appropriate course of study.

Summative Assessment

The college will use summative assessment to assess how well a student understands a particular subject/topic or how well they can complete certain tasks. It will normally be conducted in the form of a test or assessment task and the feedback may be limited to a mark, number, percentage or grade.

Formative Assessment

The college will use formative assessment in regular lessons and activities to provide detailed feedback that 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.

Literacy Marking

The college will ensure that formative feedback of students' written work, where appropriate, will include evidence of literacy assessment in all subjects.

Principles

- All curriculum areas recognise their responsibility to improve the literacy levels of students through detailed oral and written feedback including spelling, punctuation and grammar.
- Teachers of all subjects will ensure that they feedback the marking and assessment of literacy in an approach tailored to individual students.
- Teachers will 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 mistakes
- Punctuation missing/mistakes
- Poor grammar
- Wrong tense of verb
- Poor expression/slang
- New paragraph needed
- Repetition

The college will support students through the identification and correction of such mistakes during the opportunities given in lessons to read and act upon feedback received.

Responsibility and Accountability

The Leadership team will:

- Monitor the quality of assessment using the data collection, learning walks, lesson observations and book scrutiny, which will take place in line with the college's monitoring cycle.
- Ensure that all examinations adhere to the JCQ guidelines and procedures.

Individual teachers are responsible for:

- Setting challenging and appropriate assessment tasks (eg Entry Level module tests) on a regular basis.
- Providing students with clear success criteria.
- Providing students 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 students with a clear idea of the assessment criteria for key pieces of work so they are able to work confidently towards their potential.
- Providing students with opportunities to undertake regular peer and self-assessments where appropriate.

- Promoting inclusion by attending to all learners' learning needs, particularly those at risk of underachievement.
- Providing students with a planned opportunity to act upon the comments they have been given.
- Using assessment of student work to directly inform the grades entered for each learner for the data collection.
- Completing marking on an ongoing basis.
- Using comments to indicate performance when marking.
- Using marks and grades only when this will add value to learning.
- Ensuring that their comments, both verbal and written, are constructive and supportive.
- Ensuring that they describe areas of weakness as future targets rather than as a criticism.
- Using green pen as the colour of preference and avoiding the use of red pen when marking.

4. Diversity and Inclusion

St Andrew's Healthcare is committed to *Inclusive Healthcare*. This means providing patient outcomes and employment opportunities that embrace diversity and promote equality of opportunity, and not tolerating discrimination for any reason.

Our goal is to ensure that *Inclusive Healthcare* is reinforced by our values, and is embedded in our day-to-day working practices. All of our policies and procedures are analysed in line with these principles to ensure fairness and consistency for all those who use them. If you have any questions on inclusion and diversity please email the inclusion team at DiversityAndInclusion@standrew.co.uk.

5. Training

Teachers at St Andrew's College will hold Qualified Teacher Status and will be familiar with the use of a variety of assessment techniques.

Subject leaders will hold regular meetings with their subject teams, in which they discuss, review and adapt student assessment.

St Andrews College will offer relevant training when required, in addition to the use of college INSET days for dissemination of best practice.

6. References to Legislation and Best Practice

Education Bill 2011
Equality Action 2010
Removing Barriers to Achievement DfES 2004
Ofsted Framework Non-maintained Independent School 2019

7. How to request a change or exception to this policy

Please refer to either the [Policy and Procedure Update Application Link](#)
or the [Policy and Procedure Exception Application Link](#)

8. Key changes

Version Number	Date	Revisions from previous issue
1.0	Sept 2020	Rewritten and formatted on new Charity Template