

# Go Fish Education Ltd

## Assessment and Feedback Policy

### Rationale

The purpose of this policy is to establish assessment systems that support and assist students to improve their learning, progress and attainment. It will enable us to monitor and promote student progress and learning through the identification of students in need of additional support and intervention. The policy should ensure that students, parents, teachers and the Local Authority are well informed about students' current progress and what students' need to do in order to make further progress. In essence our assessment practice is both formative (diagnostic) and summative.

### Principles of operation

1. Assessment and feedback are integral to the success of the students' learning process and therefore assessing students' work must be fully integrated within the curriculum.
2. Assessment should be considered in three broad overarching forms: day-to-day in-formative assessment, in-school summative assessment and nationally standardised summative assessment.
3. Assessment should have a positive impact, both on students' attitudes and motivation and also upon teachers' future planning.
4. Assessment must meet the statutory requirements of the National Curriculum or exam board specifications for Key Stage 4 qualifications.
5. Assessment data must provide students with feedback on what they need to do to improve their work and their KS3/GCSE grade.
6. The system of assessment should be easily understood by students, parents, the Local Authority and employers.

### PRACTICE

#### 1. Assessment

- (a) Teaching should be planned to incorporate varied and differentiated assessment tasks.
- (b) Assessment for learning strategies should be incorporated whenever possible.
- (c) Assessment must be carried out in terms of the National Curriculum/GCSE criteria.
- (d) Students are central to the process of assessment; the criteria on which they are assessed should be shared with them, understood by them and form the basis of future targets.
- (e) GCSE grades shall be recorded in accordance with the relevant curriculum guidelines: For new specification GCSEs this will be in the format of 1-9 and reported to parents in the format of fine grades (e.g 4a, 4b, 4c – 4a top of the grade range, 4b secure, 4c insecure within that grade).
- (f) For KS4 non-GCSE courses, such as BTEC or Functional Skills, a form of grading appropriate to the qualification awarded shall be used for our purposes.

(g) New admissions undergo a range of assessments to provide information which supports the us to plan for helping students to make progress. This includes a WRAT 4 assessment.

## 2. Recording

(a) Efficient records are to be kept in order to:

- enable meaningful information about a student's progress to be reported to parents;
- provide information on student transfer either between teachers or schools or for planning to accommodate a student's specific individual need;
- review progress;
- set future targets and evaluate teaching programmes.

NB: Teachers have a statutory duty to retain and keep all assessment records including marking information on students for three years from the date of assessment. These records can be stored electronically and backed up or be in the Teacher's planner.

(b) Attainment levels/grades should be recorded half termly and communicated termly to students

## 3. Feedback

Feedback to students, parents and carers will support the assessment methodology.

Feedback, both written and verbal, will be given in line

Assessment should be scheduled to support accurate, half termly current attainment grades and the termly progress reports, that are reported to parents

Annual Progress Reports will be published for parents and carers which will also be used to inform the Annual Review.

## 4. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points, and take this into account alongside the nature of students' learning difficulties.

Policy dated March 2023

Review date July 2023