



Redland High School for Girls

ASSESSMENT RECORDING/REPORTING POLICY

Introduction

Assessment should help teachers make informed judgements about what their students know, understand and can do. The process should help students learn more effectively. It will provide information about students' potential and current performance. It should inform future planning. Assessments should enable us to compare our students' achievements with those in other schools locally and with students nationally.

Every student has the right to have her progress and achievement recognised and success acknowledged through a system of assessment, recording and reporting.

Principles

The assessment framework should:

- provide a positive approach to students' progress
- enable teachers to help students develop the skills they need to become reflective learners
- ensure shared understanding by students and teachers of clear and explicit learning targets
- enable students to contribute to the assessment of their own work and progress
- encourage parental involvement in the assessment of their children's progress
- recognise the need for a clear recording and reporting system, which will be understood by students, parents and teachers and the wider community

ASSESSMENT

Assessment should be positive and supportive.

The purpose of assessment is to help students learn more effectively by:

- ♦ Providing constructive feedback on a regular basis
- ♦ Identifying strengths and areas for development
- ♦ Encouraging students to reflect on their progress
- ♦ Setting realistic targets
- ♦ Recognising success and motivating students

Assessment should help teachers evaluate their teaching by:

- ♦ Identifying areas in which a student may need support
- ♦ Indicating strengths and areas for development in Schemes of Work
- ♦ Contributing to the development and planning of the curriculum

A wide range of assessment procedures may be used:

Including:

- Topic tests
- Written homework
- School examinations
- Bench mark assessments
- Entrance Examination
- Verbal assessment
- Coursework
- Group work
- Role plays
- Competition
- Displays

Not all assessment requires formalised marking, but care must be taken to ensure that students understand the assessment criteria.

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