

Assessment Policy

Aims

The purpose of the policy is to provide a framework for describing assessment at Campion School. It should be read in conjunction with the Marking Policy.

Rationale

Feedback and Assessment at Campion School are tools for improving the learning of the pupils. They are embedded in Assessment for Learning. (AfL)

Assessment that promotes learning has the following:

- It is embedded in teaching and learning, of which it is an essential part.
- It involves sharing learning intentions with pupils.
- It aims to help pupils to know and to recognise the standards they are aiming for (success criteria).
- It involves pupils in self and peer assessment.
- It provides feedback which leads to pupils recognising the next steps and how to take them.
- It allows the pupils time to reflect and/or act on the feedback given.
- It is underpinned by the confidence that every pupil can improve.
- It involves teachers and pupils reviewing and reflecting on assessment data.

These aims are incorporated into the routine of everyday learning and teaching at Campion School.

Summative Assessment Processes

- All assessment process, both formative and summative, should be used to inform lesson planning.
- Summative assessment should be used at intervals as agreed within each department, with results recorded on the school's central system (PASS/3 Sys).
- Departmental analysis of summative tests should be used to track and monitor individual pupil progress, monitor standards in the department as a whole and inform future teaching.

Formative Assessment

- Teachers should make learning objectives and/or outcomes of a lesson (or series of lessons) and success criteria clear to the pupils so that feedback is relevant to this.
- Formative assessment (feedback) should be regular according to department and school expectations.
- Feedback can be both verbal and written.
- Feedback should include the identification of areas of success within the work and suggestions should be made for moving on to the next steps. This should be tailored to the ability of the pupil.
- Feedback can be given by a teacher and/or pupils.
- Time should be given for pupils to respond to feedback. When work is returned, pupils should be given sufficient time to read comments and ask questions for clarification. It should be clear (perhaps written in a different coloured pen) where students have responded to feedback.

Reporting to parents

- Parents will receive two formal Parent-Teacher Evenings over the course of the academic year.
- Parents will receive two formal full written reports over the course of the academic year.
- Parents will receive a summary report at the end of the first half term and at the end of the Spring Term.
- Where teachers are concerned over the academic progress of a student, contact will be made either by the class teacher or the respective year tutor.

The grading system

Lower and Middle Schools

The letter grades used to denote level of achievement are as follows:

A	(Excellent)	C+	
A-		C	(Minimum acceptable standard)
B+		C-	(Below standard)
B	(Good)	D+	
B-		D	

Grades are based on the standard appropriate to the particular teaching group. The level of the set, or whether the group is one of mixed ability, is specified both on the report card and written reports. It should be noted, however, that in Years 10-11, where students are preparing for IGCSE examinations, account is taken of the level of achievement appropriate to the exam being prepared for.

The number grades used to denote effort are 1 - 5 (1 represents exceptional effort), which are awarded for term's work only.

Upper School

All courses are graded on the IB Diploma scale of 1 to 7; this includes courses which do not attract such a grade in IB, namely Theory of Knowledge and PE. The grade represents actual achievement in that subject as follows:

7	Excellent	3	Mediocre
6	Very good	2	Poor
5	Good	1	Elementary
4	Satisfactory		