



Loreto Convent School

Gibraltar

ASSESSMENT POLICY

This policy reflects the ethos of Loreto Convent School and has been compiled and reviewed with the involvement of children, staff and Governors.

“Helping students to improve”

‘The acid test of effective formative assessment, is not how well written the strategies are, or how many good techniques are in use, but the extent to which pupils are, as a result of our work, actively engaged in thinking, learning and assessing that learning’

Shirley Clarke

Introduction

It is policy at Loreto Convent School that each member of the teaching staff is responsible for assessment and marking, building on success, and tracking increasing performance to ensure that each child’s end of year targets is met.

1. Within lessons teachers should:

- 1.1 Use peer marking and self-assessment.
- 1.2 Use model answers from existing children.
- 1.3 Use oral feedback.
- 1.4 Allow the children to comment / reflect.
- 1.5 Encourage the children to highlight good work or areas for improvement themselves.
- 1.6 Focus comments on the *learning aims and outcomes* for that lesson, especially in the *plenary* episode.

2. Within 2 weeks of work completed teachers will provide feedback that:

- 2.1 Focuses comments on the *learning aims* for those lessons to ensure the children have clear understanding of their learning achievements. *Learning objectives* will be central to the marking process.

- 2.2 Gives comments that will state *how* the work can be *improved* and encourages the children to be reflective.
- 2.3 Uses information gained to alter short-term teaching learning plans.
- 2.4 Comments on the effort, care and attention that the children have applied to their learning.
- 3. On a half-termly basis:**
- 3.1 All teachers must be familiar with the data / information provided and demonstrate evidence / understanding of its analysis in monitoring progression.
- 3.2 Teachers are encouraged to use examples of children's work to help them understand their strengths and weaknesses and demonstrate how they can improve. Displays in / around teaching areas are beneficial.
- 4. On a termly basis:**
- 4.1 At the end of each term, children will sit an English and Mathematics test to measure and check progress against attainment targets.
- 5. On a yearly basis:**
- 5.1 An annual report will be completed containing comments on progress, attainment and targets for improvement.
- 5.2 At the end of each academic year, the children will sit the standardised NFER tests in English and Mathematics. Results are analysed and recorded by the SENCO.
- 6. Continuously:**
- 6.1 All assessment information will be recorded.
- 7. Recording**
- 7.1 Teachers must keep individual records of pupil assessments; children's academic records must be updated at least once annually.
- 7.2 It is not necessary to maintain complex, detailed "tick list" type records for each attainment target.
- 8. Reporting**
- 8.1 Reports will be issued to parents on an annual basis.
- 8.2 Reports for all years will follow a common format: reports will contain a course statement identifying the programme of study which has been followed, and teachers will report

upon pupil's progress in individual subjects, highlighting individual strengths and weaknesses and identifying targets for development.

- 8.3 The style and content of these teacher comments is critical as children and parents place great importance upon teachers' reports on the child's progress. Reports will be considered unacceptable if they: contain personally disparaging comments; contain comments unrelated to progress and attainment; or are presented in a slapdash and untidy way.
- 8.4 The Headteacher and Deputy Headteacher will monitor all reports issued to parents, ensuring quality and consistency, and ensuring adherence to the school policy as laid out in this document.

Seen by Governing Body: