



Kemnal
Technology
College



ASSESSMENT POLICY

This Policy was reviewed:

September 2022

The Policy will next be reviewed by TKAT &
Kemnal Technology College by:

September 2024



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The focus of the College continues to be on raising the achievement of every student. This Assessment and Feedback Policy is a result of consultation with staff, governors and parents/carers.

PRINCIPLES

Assessment lies at the heart of the process of promoting students' learning. It provides a framework within which educational objectives are set and students' progress and attainment are identified and monitored. This happens in partnership with students and parents.

Assessment has two main functions, to provide formative information to teachers enabling them to provide advice and guidance on how to improve. Formative assessment is incorporated systematically into teaching in order to diagnose any problems and to chart student progress. Assessment is also a measure of a student's performance in a subject in relation to the performance of others.

The College recognises that the move away from internally assessed coursework towards linear, end-of-course exams, in many subjects, has a fundamental impact on the style of assessment required to prepare students for public exams. Learning is now carried forward over longer periods of time, internal assessment needs to reflect that change. The College's assessment model positions assessments in the College calendar to enable it to have the greatest relevance as a measure of recent learning as well as measuring cumulative learning. In the classroom, less formal testing or verbal assessment through questioning should be a daily diet in every child.

Feedback should have the sole aim of improving student outcomes (for example, through acknowledging an achievement, identifying a target for improvement, or creating a student action point). Practices, which do not contribute to this aim, or which target audiences other than the students, are not encouraged.

Time spent on written feedback should be proportionate to its impact on student outcomes.



Good quality student work is the end-goal, and written feedback is one of many assessment strategies, which contribute to this.

- ❖ The Whole-College strategy for providing students with feedback on their work is through the PATH sheet – this recognises success and provides advice and activities to support improvement. Students will have 3 PATH sheets per term in English, Maths and Science and 2 per term in foundation subjects (3 if students choose it for a GCSE option).
- ❖ The College also use Kemnal Keys (Knowledge Organisers) to further embed pupils' knowledge via retrieval & recall practices. Individual departments also set targeted homework in order to further develop understanding of content covered in lessons. These are included on the College website.

RESPONSIBILITIES AND ROLES OF THE COLLEGE

We will:

- ❖ assess all students regularly, in a valid and reliable way against consistent standards in order to inform teaching, help students to make progress and to celebrate their achievements;
- ❖ involve students actively in their own learning by teaching them how to meet assessment criteria, including those for external examinations, and how to assess their own and others' work. We will provide students with meaningful feedback so they know which aspects of their work have been successful and the steps they need to take to improve further;
- ❖ inform parents and students regularly of progress/ attainment in line with whole College calendar;
- ❖ ensure subject teachers are supported, by Heads of Faculty and Subject Leads, in order to carry out appropriate and meaningful assessments in line with 'Long Term' and 'Medium Term Plans'. Assessments are moderated and standardized in line with the assessment policy. Regular CPD will be provided, by Heads of Faculty and SLT to ensure subject teachers are knowledgeable about the purpose of assessment and its role in teaching and learning.

STUDENTS

Students will engage fully in the assessment process, by trying their best in both informal testing and formal assessments. They may also carry out self-assessment, and by helping their peers through peer-assessment. During formal external examinations, students will follow the exam regulations as specified by examination boards, including those regarding plagiarism. It is the responsibility of the student to read and respond to teachers' written feedback in their books. This includes making spelling corrections, responding to questions, extending answers as instructed by the teacher and by



completing their 'How to get there' tasks on the PATH sheet, as well as any homework set including completing weekly Knowledge Organiser tasks.

PARENTS/CARERS

The College will encourage parents/carers to support their children by encouraging them to prepare effectively and do their best in assessments. Parents should encourage students to make constructive use of the feedback they get in response to the teaching they receive. They will help their children prepare for assessments and aid their children to follow all exam regulations, including those regarding plagiarism.

Parental engagement with students' work is strongly encouraged. Parents are asked to actively support their child completing their weekly Knowledge Organiser.

GOVERNORS

Governors will regularly visit the College to monitor standards across the key stages and subject areas. Link Governors will take responsibility for specific areas as identified by the Chair of Governors.