

Assessment Principles

'Assessment is the bridge between Teaching & Learning' (Dylan Wiliam 2011)

Summative assessment has traditionally tended to dominate teaching and assessment and has a place in providing a summary of achievement whereas formative assessment can have a direct impact on attainment and motivation.

To ensure that students know where they are currently in their learning and to ensure parents are provided with an accurate presentation of data, we all need to become more expert in our use of assessment.

The following five principles guide our practice at Simon Balle All-through School:

1. Staff build assessment opportunities into schemes with great regularity and frequency. This does not however mean constant 'testing.' A varied mix of formative and summative assessment is essential. Some of this assessment information will be in the form of grades but some will not.
2. Following identified assessments, data is entered in Go4Schools at regular intervals throughout the year to create an accurate and ongoing current grade. It is not simply inputted in line with data snapshots and progress checks. This allows teachers, middle leaders and senior leaders to moderate grades in order to ensure there is a consistent and accurate use of marking, with appropriate interventions put in place if required.
3. The amount of data entered from assessments correlates with the amount of curriculum time a subject has.
 - a) Subjects with 1 or 2 lessons per week:
A minimum of THREE pieces of data/information each term. At least ONE should be a summative piece giving a holistic picture of performance.
 - b) Subjects with 3 or 4 lessons per week:
A minimum of FOUR pieces of data/information each term. At least TWO should be a summative piece giving a holistic picture of performance (one in each half term).
4. Assessments are inclusive and carefully designed for each subject to advise both students and staff with what they want to know. The outcomes will inform staff of the relevant feedback to give to students that can address misconceptions and move learning forward.
5. Assessment is a two-way process. Students have a clear understanding of the assessment criteria and fully comprehend the meaning and purpose of the assessment in place.