



NORTH BIRMINGHAM ACADEMY

ASSESSMENT & MARKING POLICY

Introduction:

1. The policy outlines the aims, objectives, principles and intended delivery of whole academy assessment and marking, and ensures that statutory requirements are met.
2. This document is designed to be of practical use to all staff in all subject areas and to provide information to students, parents and Governors.

Principles:

3. Assessment is used to diagnose strengths and weaknesses in teaching and learning.
4. Assessment is used by staff and students to identify suitable targets for improvement.
5. Assessment activities are identified in planning and are matched to the learning objectives.
6. Assessment activities are planned to ensure that students are given a range of strategies that enables them to demonstrate their knowledge, skills and understanding.
7. Evidence of progress is systematically maintained.
8. Equal opportunity issues must be considered in the assessment process.

Types of Assessment:

There are three types of assessment which provide a whole range of information for individual and whole academy use, these are:

- Questioning and Answering
- Informal Assessment
- Formal Assessment

Questioning and Answering:

1. Teachers will create a classroom climate that encourages and facilitates students' participation in the question/answer process.
2. There will be a specific purpose to questioning. Teachers will use a variety of open and closed questions that are appropriate to the task.

3. Questioning will be used as a key method of differentiation and assessment. Questions will be well designed to lead students through to organised understanding.
4. Teachers questions will prompt students to use their existing knowledge and experience in the development of new learning.
5. Questioning will encourage students to respond in different ways and to explain the reasoning behind their answer.
6. All staff will give status to students responses by setting clear expectations that all will listen. Teachers will value students' responses and understand that a negative reaction can discourage students participation in the future.

Lesson by Lesson Assessment (working title)

7. Assessment will take place in all lessons so that it informs future planning (Assessment for Learning – AfL).
8. Teachers will be continually aware of the progress their students are making.
9. There will be opportunities for student self-assessment in lessons in which students monitor their own progress against known criteria for discussion with teachers and others.
10. Students will monitor each others' progress through peer assessment. The criteria will be expressed in student-friendly language.
11. Assessment will be used to encourage progress by giving specific constructive feedback to enable improvement.
12. Teachers will monitor students' personal, social and general development as a part of informal assessment.

Assessment over time including marking (working title)

13. Assessment is used to demonstrate learning over a period of time.
14. There will be a structure for assessment over time. It must be uniform throughout the academy and is undertaken regularly.
15. A range of assessment methods will be used and a breadth of evidence collected.
16. Assessment tasks will be appropriate for the individual student.
17. The purpose of assessment and the criteria to be used will be shared with students.
18. The marking of students' work will be against specific assessment criteria
19. The outcomes of assessment will be shared with students and the next stages of learning are identified.

Recording of assessment:

1. There will be a uniform structure for the formal recording of students attainment and progress throughout the academy that supports continuity and progression. Day to day practice may vary between subjects.

Reporting and Accountability:

2. Assessment will enable the moderation of standards against agreed policies and national standards.
3. Assessment information will inform the process of target setting. Teachers will use the outcomes of assessment to evaluate their own practice and that of teams.
4. Assessment policy and practice will be monitored and evaluated as part of the whole academy cycle of self-evaluation and review.
5. The Governing Body fulfils its statutory obligations by ensuring the reporting of information about students' attainment and progress to parents.
6. Reporting procedures will be published for the benefit of all relevant members of the academy community.
7. Reports will follow national and local guidance within the context of the agreed academy policy. Reporting will follow a clear and agreed format.
8. Grading systems must be consistent across the academy. Reports to parents will be accompanied by clear explanations that enable them to be interpreted and understood.

Policy review:

This policy will be reviewed annually. The implementation of the policy will be evaluated as part of the academy self-review process. A report will be made to the governing body on an annual basis.

Policy adopted by NBA Governing body on :

Senior Leader with policy responsibility :

Date of next review :