

**PUPIL ASSESSMENT PROCEDURES**

Assessment is a critical element of teaching and learning. Regular, valid assessment of learners’ progress informs teachers, and most importantly the learners themselves, about how they are doing and what they must do to improve.

Cumbric fully embraces the principles of assessment for learning, regarding assessment as part of the learning process rather than additional to it.

We aim:

- To assess students’ achievements in each subject in ways that are varied, interesting, valid and fair.

- To always inform students what is being assessed and provide success criteria.

- To give consistent, frequent and helpful feedback to students about all aspects of their progress.

- To enable staff to build a clear and accurate picture of students’ abilities that informs future teaching and learning.

- To inform parents/guardians/carers about progress, achievements and potential concerns in their child’s learning.

- To collect meaningful data on student progress and use the information to set appropriate targets for Cumbric and to boost individual learner achievement.

We achieve our aims through setting informative and formative assessment tasks (which are varied in nature) as part of day-to-day teaching, marking key tasks set in class, testing, and by providing opportunities for self-assessment/peer assessment.

We:

- Aim to mark work in a timely fashion and to respond meaningfully to what learners have done.

- Comment on both effort and attainment.

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- Keep mark books/electronic mark sheets which record the nature of assessments and grades awarded.

- Provide opportunities at Key Stages 3 and 4 for pupils to complete self/peer assessments to evaluate their own progress.

- To keep a central record of end of unit tests for students to allow the tracking of their progress and to set valid targets.

- Use Cumbric’s system of rewards, awarding positive referrals.

- Aim to use assessment as a positive tool to support and encourage learning.

**Termly Reports**

All students will receive a written report at the end of every term.

All teachers are encouraged to use the sound guiding principle that each report should be written in such a way that it is obvious to the parent, guardian or carer that the teacher knows their child as an individual, and that the report is not just a collection of data.

The overall tone of the report should be positive and constructive. Whenever criticism is given, it should be done in a manner that suggests a way forward for the learner. A sufficiently sound report will include:

- An indication of the student’s ability set against set criteria, i.e. a level (estimated) or current grade.

- A comment about the skills and knowledge the learner has demonstrated.

- A comment about the learner’s attitude to learning and behaviour within the classroom.

- Suggestions for improvement.

**On-line Baseline Assessment Programmes**

Baseline testing provides a useful snapshot of individual student ability. By repeating these at appropriate intervals, we can monitor individual progress against innate ability as the student progresses throughout the school.

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