

Assessment at Island School

At Island School we believe that assessment is an essential and fundamental part of all teaching and learning. We believe that the ultimate aim of all assessment is to enable students to become managers of their own learning and to be independent and reflective thinkers.

Many of the school aims are supported by ongoing and effective assessment. Our assessment is a rigorous form of nurturing that seeks to develop in students a capability to take ownership and control of their own progress.

We believe that accurate and purposeful summative assessment is necessary especially when results of such assessments are used formatively.

Assessment is used to improve standards not just measure them.

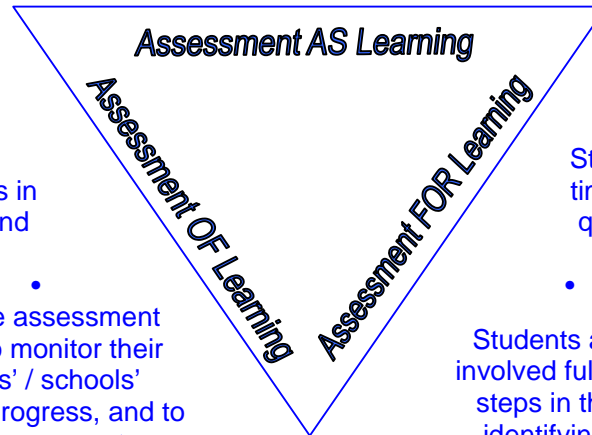
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Students and teachers identify and reflect on their own evidence of learning and use this to inform planning.

Students and teachers set their own learning goals.

Students and teachers practice self and peer assessment.

Teachers use a range of evidence from day-to-day activities to check on students' progress.



Students and teachers are clear about what is to be learned and what the success criteria are.

Teachers talk and work together to share standards in and across departments and across schools.

Students and teachers plan time for feedback about the quality of work and how to make it better.

Teachers use assessment information to monitor their departments' / schools' provision and progress, and to plan for improvement.

Students and teachers are involved fully in deciding next steps in their learning and identifying who can help.

Assessment
Classroom involves high quality interactions, based on thoughtful questions, careful listening and reflective responses.

Indicators of Excellence	Observable Features
<p>1. Teaching expects high achievement and supports it by clarifying learning objectives and outcomes, by methods that involve students actively and give some responsibility for how they learn, by a strong emphasis on analysis and discussion and by opportunities to experiment and try ideas.</p>	<ul style="list-style-type: none"> ◇ When work is returned, students are given written or oral comments that combine clear evaluation with sensible advice and manageable action points. ◇ The quality and consistency of marking are monitored within departments and by senior leaders. ◇ Effective use is made of departmental descriptors to demonstrate to students what they need to do to progress in their learning and attain higher standards. ◇ Target-setting focuses on specific and achievable goals relevant to important aspects of knowledge, understanding and skills in the subject. ◇ Classrooms are welcoming and supportive for students and styles of learning are varied and provide for exchange and discussion.
<p>2. Students' progress is regularly and systematically monitored within departments.</p>	<ul style="list-style-type: none"> ◇ Grading and assessment criteria are shared with students. ◇ Target-setting is part of a wider school system for checking the progress of students and ensuring they have the support needed in their learning. ◇ Tutors and HoH have a key role in discussing overall progress with the students in their groups. ◇ Students have regular opportunities to discuss their academic progress and personal development with their tutor. ◇ Students are given high-quality feedback by subject teachers on their work and are encouraged to respond to it with self / peer assessment. ◇ Lines of communications between subject / department and HOH / tutors and parents are open, easy and well used. ◇ Assessment is based on a seven - point scale for all years:- <ul style="list-style-type: none"> ★ KS3 – assessment has clear subject-specific grade criteria linked to a seven-point scale. ★ KS4 – is assessed on criteria given by examination boards for specific courses and grades reflect the standards set out by exam board specifications. Most boards applying a seven-point scale: A* - F. ★ KS5 – assessment based on criteria set out by the IB for specific courses and grades reflect the standards as set out in IB syllabus. A 1 – 7 scale is used for grading.

In Development

Indicators of Excellence	Observable Features
<p>3. Data is issued as a baseline to monitor and review individual student's progress, especially to identify signs of underachievement or unusual potential, and to help set targets for students and subject departments.</p>	<ul style="list-style-type: none"> ◇ Key Stage 2 data is gathered as early as possible and analysed carefully, supplemented by other test data when available for cross-referencing. ◇ Special Educational Needs (SEN) students or those learning English as an Additional Language (EAL) are identified through individual consultation to enable smooth transfer from their primary school. ◇ Subject teachers and tutors use data and other assessment information to review the performance and expectations of students, maintaining a productive dialogue with the students about their progress.
<p>4. The school provides regular opportunities for parental consultation.</p>	<ul style="list-style-type: none"> ◇ A strong partnership with parents exists, based on frequent, regular, personalized and pertinent communication. ◇ School's reports to parents are clear, consistent and comprehensive.

Who Does What?

SLT

Has a duty to ensure that the school meets the requirements in relation to assessment, including the setting of targets. They will also evaluate the impact of assessment on raising standards within the school.

Structures within departments will vary, but all teachers are key contributors to quality assessment and the target-setting process.

Subject Leader

- Ensure schemes of work include clear learning objectives and a range of strategies for assessment within the subject.
- Ensure the focus within the classroom is upon assessment for learning.
- Check that assessment and marking procedures are implemented effectively.
- Develop consistency of judgments through agreement of standards.
- Analyse and interpret data with the subject team to monitor standards and set appropriately challenging targets.
- Use data to review the curriculum with the subject team.
- Ensure progress towards targets is regularly monitored.

Subject Teacher

- Implement assessment for learning within the classroom.
- Enable students to develop the skills of self-assessment.
- Identify students in need of support. Liaise with SENCO (IEP), G&T students.
- Ensure that the planning of lessons meets the needs of these students.
- Use agreed range of assessment methods and techniques to gather and use information in line with school policies.
- Record significant progress.
- Contribute to departmental discussion on performance data.
- Report to parents a student's progress, attainment, next steps in learning.
- Ensure information is available for next teacher or school.

Individual Needs Co-ordinator

- In liaison with other staff, to identify students with SEN and G&T needs.
- Work with other staff to support appropriate methods within assessments for SEN and G&T learners.
- Monitor and evaluate performance data of students on the Register.

Annual Cycle of Assessment

