

KS4 Assessment Policy

In all years, students are assessed to track their progress and to identify areas to improve on. A range of assessment strategies are used by classroom teachers to ensure that students receive timely and relevant feedback to help them improve in-line with the National Curriculum. In Year 10 students self-select aspirational target grades guided by teachers and current FFT data. These target grades should be recorded in their student organiser and inside the front cover of their exercise book. All students should know the grade they aspire to, and targets to improve their attainment.

Classroom teachers provide relevant and timely feedback to their students:

- verbally
- through comments and targets written in their exercise books, in-line with the department marking policy
- with comments on assessed work
- through the school reporting system including termly data, annual reports and parent's evening.

Students' progress is tracked during the GCSE course through class work, Controlled Assessment tasks and exam practice. Classroom teachers will mark exam practice work and some class or homework tasks, although different pieces are assessed in different ways, e.g. by class discussion, self and peer assessment or tests. When marking teachers will not point out all areas, rather focus on specific skills that are required for each individual student to progress towards their target grade.

In-line with Examination Board regulations, teachers are not allowed to mark any practice Controlled Assessment tasks that contribute directly to a forthcoming Controlled Assessment. Therefore peer and self assessment form a vital part of the learning process, much of which is done in class. In addition, teachers discuss how to improve work with individuals and whole classes, referring to success criteria. Once a final Controlled Assessment task is marked, it will be given a band and raw number and most teachers will provide a comment including targets (either in written form or through discussion with individual students). Controlled Assessment tasks cannot be re-submitted by the student once marked, although new tasks may be submitted at the discretion of the Key Stage Coordinator or Head of Department, in extenuating circumstances. The marking of Controlled Assessment tasks are then moderated by the Key Stage Coordinator and members of the department in-line with guidance from the Examination Board. All teachers are required to enter marks on the department database. This enables the Key Stage Coordinator to identify those students that are underachieving, at which point the department Intervention policy is enacted.

Although all feedback given to students is linked closely to the guidance given by the Examination Board (AQA), teachers are not able to provide definitive grades for any piece of assessed work (Controlled Assessment; mock examinations; Speaking and Listening activities) until after the final moderation process has been undertaken at the end of Year 11 and a review of the department's moderation has been made by the Examination Board. All grades may be subject to change by AQA as scaling occurs to ensure continuity of achievement across years.

