



BEECHWOOD

Sacred Heart School

ASSESSMENT AND MARKING POLICY

This policy aims to clarify the overall intentions of the School with regard to the assessment and recording of pupils' achievement. It should be regarded as a framework for individual Departmental Policy.

The main aim of assessment is to contribute to the educational process by which all pupils become more effective and more confident learners. In particular, assessment and marking at Beechwood Sacred Heart School seeks to:

- ◆ Motivate pupils to improve and develop
- ◆ Allow pupils to recognise and quantify their progress and to set appropriate targets for further progress
- ◆ Reveal learning needs across the whole spectrum for referral to the Learning Development Department
- ◆ Enable teachers to evaluate the effectiveness of their teaching

To achieve these aims, the School Assessment Policy is based on the following principles:

- Consistent and accurate assessment throughout the School;
- Recognition of the whole range of pupils' achievements and experiences;
- A positive approach to pupils' progress, which is reflected in their records;
- Shared understanding by pupils and teachers of clear and explicit procedures;
- Pupils contributing to their own assessment and progress;
- Regular scrutiny of pupils' work by Senior Management.

All marking and assessment throughout the School should therefore ensure that:

- Written work is marked thoroughly and returned to the pupils promptly;
- Pupils reflect on the teachers' marking with comments and responses to the feedback received;
- All written work is marked according to each Department's Marking Policy;
- Grades and marks on written work are supplemented wherever applicable by written comments;
- Wherever possible, written comments recognise the positive aspects of the work;
- All marks and grades awarded are recorded for use in the preparation of half-term or end of term grades and reports;
- Pupils are aware of the criteria against which they are judged – use Progression Maps and Exam Board criteria where appropriate;
- Pupils are given specific advice on how to improve and reach the next step in their learning;
- Pupils learn to mark and assess their own work where appropriate;
- Parents are informed of their child's progress through consultation evenings, tutor meetings, half-term grades, written reports and, when necessary, other written communications.