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THE CARDINAL VAUGHAN MEMORIAL SCHOOL

Amare et Servire

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ASSESSMENT POLICY

All policies are updated regularly in accordance with statutory guidance.

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ASSESSMENT POLICY

The aims and purposes of assessment

- To promote the aims of the curriculum in subject-specific knowledge and skills; in improving literacy and numeracy; and in providing a spiritual and moral education.
- To enable teachers to gauge their pupils' progress.
- To enable assessment for learning.
- To enable pupils to understand how well they have performed a task and how they can improve their learning.
- To encourage, advise and motivate pupils and to augment their self-esteem and sense of achievement.
- To accumulate records of pupils' progress and, where necessary, samples of their work.
- To enable teachers and Departments to describe pupils' achievements and skills, for example in reports to parents and in parents' meetings.
- To enable teachers to assess the effectiveness of their delivery of the curriculum.
- To enable teachers to make informed predictions about the future performance of pupils and to assign them to sets or groups appropriate to their ability.
- To enhance the partnership between home and school.

Whole-school assessment

Overview

- Every pupil is set an end-of-key-stage target. His or her progress towards this target is tracked at set times in the academic year.
- In the Lower School, at six set points in the academic year.
- In the Fifth Form there are four set points in the academic year.
- In the Sixth Form, there are five set points in the academic year

The performance of all pupils in every subject is monitored in two ways.

- Their academic attainment is formally assessed and recorded by subject teachers.
- Their effort and progress towards the end-of-key-stage target is charted. This is pupil-tracking.

Tracking

- Each pupil is set an aspirational GCSE/A level target. His or her progress towards his or her target is tracked at set times in the academic year.
- In the Lower School, at six set points in the academic year (October, January, February, April, May and July), subject teachers are required to record the progress each pupil is making towards his or her end-of-key stage target, as follows:

Green	Likely to achieve or exceed the aspirational target
Yellow	Likely to achieve one grade below the aspirational target
Blue	Likely to achieve two grades below the aspirational target
Red	Likely to achieve three or more grades below the aspirational target

- In the Fifth Form there are four set points in the academic year (October, January, February and April). Teachers will record a predicted GCSE grade, based on current performance.
- In the Sixth Form, provisional targets are set according to prior attainment at GCSE and teachers track progress towards them by recording predicted grades at six set points in the academic year (September, October, November [U6 only], January, February, April and June [L6 only]). In the Upper Sixth, target grades are set at one grade above attainment in the September examinations.

Effort grades are also awarded to all pupils:

1	=	Excellent
2	=	Good
3	=	Inconsistent
4	=	Poor

Frequency of Tracking

Tracking information takes place at these set points based on information generated from the year's work to date, assessments, internal examination results. The latter will include the average termly retrieval score for each pupil and will form 25% of the examination result, following December and June internal examinations.

January	**Exams and tracking**
September	**Sixth Form tracking**

October	**Whole school tracking**
November	**Upper Sixth Form tracking**
January	**Exams and whole school tracking**
February	**Whole school tracking**
April	**Fifth and Upper Sixth PEPs and whole school tracking**
May /June	**Lower School and Lower Sixth Form tracking**
July	**Lower School Exams and tracking**

Departmental Assessment

Each Department must have its own assessment procedures (in keeping with whole-school requirements and practices). These procedures are also reviewed annually, as required.

Recording Assessment

- Records of assessment are not private documents and should therefore be available for consultation at the direction of the Headteacher. Parents are entitled to know their children's marks.
- Records should indicate the nature of a task, the date on which it was set, and the mark obtained.
- Records should be sufficiently frequent and up-to-date to enable an accurate diagnosis of a pupil's progress to be made.
- All marks given should be recorded.
- All retrieval homework tasks should be recorded, the average of which will be used at the two main assessment points in December and June; this will constitute 25% of the overall examination result.
- Records will be inspected annually by the Head of Department or a member of the Senior Leadership Team.