



Woolwich Polytechnic
School for Girls



WOOLWICH POLYTECHNIC SCHOOL FOR GIRLS

Assessment and Reporting Policy

Reviewed August 2021
Approved: December 2021
Revision due: December 2022

Overview

At Woolwich Polytechnic School for Girls, our core mission is to provide excellence in education for our students and empower them to become strong role models and the leaders of tomorrow.

Our broad and balanced curriculum focuses on developing our students as knowledgeable and skilled learners who will have an abundance of opportunity and choice at the end of Key Stage 4. Our use of assessment underpins teachers' ability to evaluate how well pupils are progressing against our planned curriculum and informs future teaching.

Our assessment system is based on the following key principles:

- **We assess what has been taught**
- **We value both summative and formative assessment equally**
- **We recognise the variability in knowledge and skills across subject areas and therefore, design assessments which are appropriate at subject level**
- **We act decisively with the data which assessments provide**
- **We use assessment in a way which is unnecessarily burdensome to staff**

Formative Assessment

The purpose of formative assessment is for the classroom teacher to make regular checks of students' learning and understanding, accurately identifying misconceptions and areas for development and addressing these through teaching and future planning.

In lessons, teachers formatively assess students through a range of methods, including:

- Quizzes (weekly for core/bi-weekly for non-core)
- Questioning
- Reviewing student work
- Student feedback methods e.g. RAG of how secure they understand something
- Exit tickets

In addition, throughout a unit of work, regular opportunities for extended tasks are mapped out. This enables students to apply their learning in depth and are assessed formatively by teachers in order to evaluate how well students are progressing against the planned curriculum. These tasks are used by teachers to provide whole class feedback on strengths and key areas for improvement as well as inform future teaching.

Summative Assessment

Twice an academic year (December and June), students sit a summative assessment in all subject areas in timed exam conditions. The design of this assessment is cumulative in nature and thus assesses the progress students have made in their learning over an extended period of time.

Summative assessments are supported by a rigorous process of quality assurance during the design process as well as standardisation and moderation systems following the assessment. This contributes to the accuracy and validity of the data which it provides.

The data from summative assessments is used to track students' progression pathway against an expected trajectory defined by prior data and key stage expectations.

Recording and reporting of assessment

Summative assessment data is recorded on tracking sheets on SIMS. This data is reported to parents/carers twice an academic year.

For some subject areas (e.g. MFL, PE, drama), additional data may contribute to the overall summative data reported in order to provide a holistic picture of students' progress.