

DAWLISH COMMUNITY COLLEGE

Assessment, Recording and Reporting Policy

Rationale

To make accurate and productive use of assessment

Principles

- Promoting a coherent approach to assessment, recording and reporting within the college
- To support students' learning and achievement across and beyond the National Curriculum
- To involve students in evaluating their own progress
- To ensure quality of opportunity for all students to display achievement
- To seek to raise standards by reviewing and improving the teaching and learning programmes
- To ensure progression and continuity of learning within the college and across the different phases of education
- To provide valid, reliable and comprehensible information for teachers, students, parents/carers and other users
- To ensure that statutory requirements for assessment, recording and reporting are met

Objectives

- The purpose of assessment is to enable an informed judgement to be made about a student's knowledge, understanding, skills and attitude
- Assessment is a continuous process which is integral to the teaching and learning programme and should be built into the curriculum and inform future planning
- Assessment should be based on clear, consistent criteria which are known and understood by both teachers, students and parents/carers and are guided by national criteria and statutory requirements where appropriate
- In order to achieve consistency, assessment practice should be subject to effective moderation and standardising procedures
- A wide range of assessment techniques should be used in different contexts and for different purposes
- Assessment should provide opportunities for effective differentiation to take place
- Assessment should be supported by a wide range of evidence collected over a period of time which provides a fair and thorough representation of students' skills, knowledge and understanding
- Students should be involved in the assessment process so that they are encouraged to take responsibility for their own learning
- The assessment process should recognise achievement, not just attainment, and seek to increase students' confidence and motivation
- Assessment should support individuals in identifying strengths and weaknesses, enabling future learning goals to be planned, and assisting them in decision making
- Assessment practice should be monitored regularly and systematically and assessment procedures modified as necessary as a result
- The results of assessment should be systematically recorded and used to report to parents/carers on their children's attainment