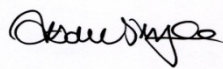
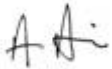


Assessment Policy



LONDON EAST ACADEMY & AL MIZAN SCHOOL

ISLAMIC SECONDARY SCHOOL FOR BOYS & ISLAMIC JUNIOR SCHOOL

Date agreed	Chair of Governing Body	Signature	Headteacher	Signature	Review
Sep 2017	Abdul Hayee		Askor Ali		Review when necessary

The London East Academy and Al Mizan Primary School prides itself in being a centre of learning where we 'educate, inspire, empower, to cultivate the next generation who will make a positive impact on our society. We believe this will be accomplished through close partnership with parents, students taking responsibility for their own learning and highly motivated, highly skilled staff who have a clear understanding of how assessment improves teaching and learning.

The Purpose of Assessment

Assessment should support teaching and learning by identifying what students already know and can do and how they might move to the next level/grade. Assessment, therefore, should be evident in all lessons.

1. For students, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it.
2. For teachers, assessment should develop an understanding of the individual needs of students so that target setting is meaningful and informs planning, teaching and learning for progress.
3. For other staff and governors, assessment information will inform an understanding of the current and potential student outcomes.
4. For parents, assessment information will both inform them of their child's attainment and allow them to understand how their child may maximise achievement.

The Principles of Assessment

Assessment should:

1. recognise and celebrate individual successes in order to encourage and motivate all students;
2. be based on specific learning outcomes/objectives and these should be clearly identified by the teacher and understood by the students;
3. allow students to understand how summative assessment is arrived at by the teacher and so encourage them to become reflective learners who take more responsibility for their own learning;
4. help shape targets for improvement;
5. allow teachers to plan for teaching and learning that meets the individual needs of all the students in the classroom;
6. underpin teaching and learning in order to ensure progress for every child;
7. be accessible for parents and enable them to take an active and informed part in their child's education.

The Types of Assessment

Our schools acknowledge that assessment will be undertaken in a range of different ways for different subjects. However, all assessment should embrace the principles as outlined in this policy and, therefore, assessment will be evident in every lesson. This may include:

1. oral feedback
2. self-assessment
3. peer-assessment
4. group/whole class assessment
5. written marking of work
6. teacher/student questioning
7. assessment of exemplar work of different grades/levels
8. use of assessment criteria and examination materials

The Leadership and Management of Assessment

The Senior Leadership Team aims to use assessment procedures and processes to drive whole school improvement by:

1. ensuring that all teachers know what is expected of them in assessing students;
2. helping teachers make well-founded judgements about students' attainment and progress;
3. monitoring that assessment for learning is a key factor in planning for teaching and learning;
4. monitoring the accuracy of the information provided to parents about their child's attainment and progress;
5. tracking the attainment and progress of individual students and groups of students over time;
6. monitoring practice in assessment and take appropriate actions arising from pupil progress information;
7. using assessment information when planning training and CPD;
8. comparing the progress made by different groups of students to ensure that no group is disadvantaged;
9. ensuring that there is enough flexibility in assessment expectations so that individual departments can adopt processes that are most conducive to progress in their particular subject;
10. ensuring students are supported in making informed curriculum choices;
11. using assessment and monitoring to ensure that the curriculum meets the needs of students;
12. monitoring the role of Subject Leaders in ensuring good practice in assessment is consistent across all lessons;
13. ensuring that any pedagogical developments in assessment practice are implemented where appropriate.

The Role of Subject Leaders

With the support of the Senior Leadership Team as necessary, Subject Leaders will:

1. ensure that their team understand the assessment requirements for their subject as well as the different ways in which teachers can assess students' progress;
2. periodically monitor the assessment of students' work in their subject through work scrutiny, lesson observation or otherwise;
3. ensure assessment informs knowledge of student progress and raise any concerns with the Senior Leadership Team as appropriate;
4. ensure that all schemes of work allow for assessment for learning to become an integral part of teaching and learning;
5. ensure that the curriculum plan allows for formal assessment of progress to be timed appropriately so that Data Collections accurately and reliably reflect current attainment;
6. ensure all teachers are involved in the moderation of work of other students so that consistent practice in assessment is maximised;
7. use assessment information, in liaison with or SLT where appropriate, to plan for or arrange intervention strategies.

The role of Teachers

All Teachers should:

1. adopt a range of methods to ensure that they can assess the progress of all students accurately;
2. encourage students to actively engage in assessment for learning;
3. ensure that assessment builds students' motivation, confidence and self-esteem;
4. ensure that lessons begin with clear expectations and students are aware of how progress will be measured;
5. ensure that all students know and understand the learning objectives of the lesson;
6. identify through assessment, and intervene with as necessary, those students at risk of underachievement;
7. ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons;
8. ensure that opportunities to use assessment to promote the development of literacy, numeracy and ICT/Computing skills in the students are planned for and embraced;
9. ensure that adequate and appropriate assessment is made of student attainment prior to completing the Data Collection report so that the information recorded is accurate and reliable;
10. encourage students to take responsibility for their own learning through self/peer assessment, setting appropriate targets (with guidance) and asking for help and advice when necessary;
11. adopt creative approaches to assessment for learning in order to maximise student engagement in the assessment process;
12. share concerns or praise arising from assessment information with the relevant form tutor as appropriate;
13. ensure books are monitored and returned to students;
14. ensure all students receive feedback with NC grades or GCSE grades;

15. feedback should be provided with NC levels or grades, with at least one comment identifying the strengths of the work. There should be at least one other comment written as a question that identifies the area a student should develop further.

The Role of Students

All students should:

1. participate actively in assessment opportunities in lessons;
2. take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers;
3. ensure that their entitlement to advice and guidance on how to improve their academic achievements are fulfilled;
4. support other students constructively when asked to be involved in peer assessment.

The Role of Parents/Carers

All parents/carers should liaise with the class teacher in primary or subject teacher or form tutor about any concerns regarding their child's progress as identified through assessment. All parents/carers should use the assessment section of their child's homework record book to promote discussion and provide next steps.