



Woolwich Polytechnic  
**School for Girls**



## **WOOLWICH POLYTECHNIC SCHOOL FOR GIRLS**

### Assessment and Reporting Policy

Reviewed: August 2022  
Approved: December 2022  
Revision due: December 2023

## Overview

At Woolwich Polytechnic School for Girls, we aspire for all pupils to excel, both **academically** and **personally**. Our planned curriculum enables our pupils to **know more, understand more** and **do more**, empowering them to become **leaders** of their future lives. 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 pupils' learning and understanding, accurately identifying misconceptions and areas for development and addressing these through teaching and future planning.

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

- Quizzes (weekly for core/bi-weekly for non-core)
- Questioning
- Use of mini-whiteboards
- Reviewing pupil completion of work
- Pupil 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**

### **Key Stage Three**

Twice an academic year (December and June), pupils 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 pupils 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 pupils' progression pathway against an expected trajectory defined by prior data and key stage expectations.

### **Key Stage Four**

As well as public exams sat in the spring and summer term of Year 11, Key Stage 4 pupils sit a series of pre-public exams (PPEs) throughout the course of the two years. In Year 10, they sit a KS4 baseline assessments in the Autumn term – this is designed around some of the key assessment objectives of their Ks4 programmes of study. Pupils then sit a series of full mock exam papers in the summer of Year 10. The same process is repeated twice during the Autumn and Spring term of Year 11.

## **Recording and reporting of assessment**

Summative assessment data is recorded on tracking sheets on Bromcom. This data is reported to parents/carers twice an academic year. At Key Stage 4, this may be more frequently for specific pupils and subject areas.

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 pupils' progress.