



ASSESSMENT POLICY

Committee Responsible: **School-Life Sub-Committee**

Reviewed by: **Director of Studies**

Last reviewed: **March 2023**

Date of next review: **May 2026**

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Reference Source(s):

Sibford School Assessment Policy

“I believe in the powers of ordinary men and women; in their immense potentialities; in their capacity to rise higher than themselves; in their essential creativeness ... I believe we are brought into this world to live and to enjoy it; to take out of it all that, in our full stature, we are able. I believe it then falls to each person to reach that state of fecundity and richness that makes them long to put back into life something uniquely their own. I believe and glory in the uniqueness of every child and every man and woman. I believe that it is that uniqueness that above all needs to be cherished, protected, nourished and helped to grow and flower and come to fruition. Our job is to discern and to promote this uniqueness. In greater or lesser degree we each bear the privileged responsibility for using the artist in us ...

I believe that everyone should be successful. I believe, therefore, in the giving and accepting of praise. Praise and appreciation are necessary to us all. I believe that if all is well with the human element in our environment then we are prepared to make the sustained effort that is necessary to ensure success”

Robin Tanner, 1963 Quoted in Quaker Faith and Practice 21.36

Assessment is a continuous process linked to marking and target setting, which should focus on giving pupils feedback on the quality of their work and ways in which they might improve. Pupils should be encouraged to take responsibility for their progress by acting on the guidance given and monitoring their own progress against agreed targets. Teachers use a variety of assessment methods including marking, peer assessment, self-assessment and classroom activities.

Assessment should:

- be a constructive process in which pupils feel that they are receiving individual feedback and guidance from their teacher
- involve the pupils
- facilitate pupils’ progress
- encourage curiosity and a willingness to learn
- motivate through praise and by rewarding effort
- indicate the next step in the learning process and help with target setting and tracking
- take place regularly; with work returned promptly to pupils

- assist the normalising and celebration of error as a key to new learning
- be used for formative and summative purposes
- meet statutory requirements

Departments are expected to be familiar with and follow the Academic Targets Protocol for Years 1 – 13 which supports this policy.