



RED HOUSE  
SCHOOL

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## WHOLE SCHOOL ASSESSMENT

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### KEY PRINCIPLES

The following are the principles which underpin the Whole School Assessment Policy (WSAP). The framework within which departments and staff will operate to achieve these principles is fully set out in the policies/procedures within this academic section of the staff handbook.

Given that GCSE is the culmination of the National Curriculum (NC) stages it is both logical and apparent that all departments, need to assess pupils in terms of the key knowledge and skills that are required for success in Key Stage 4. All departments produce thresholds these give a clear account of what pupils are expected to do and give a clear indication of progress from one level to another. This information is usually shared with pupils and parents throughout the year during teacher/parent meetings and as part of feedback given during lessons and in writing through the marking of pupil work. The key learning objectives should be linked to subject thresholds and identified in each department's Scheme of Work (SoW).

Assessing, recording and reporting should be part of a tracking and monitoring process so that any pupils not fulfilling their potential in a particular subject would become readily apparent to the pupil, teacher and parent.

### ASSESSMENT IN GENERAL

#### Background

Teachers need to know pupils as individuals to identify their strengths and weaknesses, attitudes, values and characteristics so that they can develop appropriate strategies and techniques for fulfilling the aims and objectives of the schemes of work and hence move pupils on to the next stage of learning.

Information obtained from assessment, used effectively, can improve teaching and learning and raise pupils' attainment, thereby helping them to progress at their optimum rate and achieve their potential.

The central aim of the Red House WSAP (Whole School Assessment Policy) is to track pupils' progress from entry to Nursery to the end of Reception and throughout the key stages to enable them to reach their true potential.

To achieve this central aim requires that consistent and effective policies are followed on a whole school basis so that judgements of pupils' progress are based on assessment evidence which is valid, reliable and consistent. Quality of assessment, not quantity, is a key feature of the assessment policy. To obtain valid, reliable and consistent assessment evidence on which to judge the progress of pupils, there is no need to place unrealistic demands upon staff. The assessment process should be an integral and planned part of teaching and it should focus on the key objectives/thresholds identified within the SoW. It should therefore be manageable and not consume a disproportionate amount of teacher time.