



The Newton Group

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Assessment Policy for the Virtual Learning Environment

Rationale

The purpose of this assessment policy is to ensure that the standards of assessment are maintained during the exceptional use of the virtual learning environment and that learning is measured. The virtual online assessments will help to improve standards as well as to measure them.

Aims of the policy

- To provide clear guidelines on the school's approach to virtual online assessment ensuring it is both formative and summative.
- To establish a coherent approach to assessment for learning across all departments.
- To provide clarity of assessment that is clear to students, staff and parents.

How we will assess

Teachers will assess, provide feedback and report on student learning in the following ways:

- Develop, select and use informal and formal, formative and summative assessment strategies to assess student learning.
- Activities or tasks are assigned to students either as part of a virtual learning session or as part of a recorded session.
- Students will return their tasks by either uploading onto My Learning or alternatively emailed to the teacher so that this work can be marked and the feedback sent back to students.
- Activities will be corrected by the teacher in line with the school marking policy.
- Teachers will provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
- Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.
- Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
- Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.
- Homework is marked weekly and returned with feedback.

Students will be held to the same academic standards as students participating in face-to-face instruction, and are subject to the Student Behaviour Policy, and also to expectations regarding academic honesty.

Frequency of Assessments

There must be a minimum of one formative task that is assessed every week, depending on the subject. This may include more substantive assessments at the end of a unit of work. The marks will be aggregated and used to form part of the end of term grade alongside assessments previously completed.

Teacher Feedback

During the period of virtual learning, feedback will be given by the teacher through Google Classroom and SeeSaw. Advice will be given on how to improve.

Senior Management Review

The Senior Management Team will review, monitor and evaluate all aspects of the Virtual Learning Assessment Policy within the context of whole School development planning and self-evaluation.

Virtual Learning Support

The SEN coordinator will support students remotely and reach out according to their needs. Specific 1:1 online support sessions may be scheduled with parental permission.

The school student counsellor will also be available for students to reach out.

It is the responsibility of teachers to apply and embed the principles of the Assessment Policy within their own practice. Good practice can be clearly identified through:

- Consistent annotated planning
- Activities and homework tasks that are scaffolded when required
- Assessment tasks fully integrated with Schemes of Work
- Shared learning outcomes
- Standardised marking as per the Marking policy
- Constructive feedback to students and SMT
- Assessment data used to inform teaching and learning
- Assessment data regularly and consistently recorded
- Assessment data used for regular reporting
- Regular self-assessment by pupils and staff
- Effective organisation re setting/marking internal examinations
- Moderation of assessments
- Monitoring and evaluation of assessment practice and outcomes

Virtual Learning Education (VLE) Student Attendance

Whilst using the VLE, schools will measure attendance by active participation in the lessons provided and also by the amount of work completed. Each week, in each subject, students are expected to complete all set work. This work is submitted through the VLE.

Schools will also keep records of student–teacher contacts and use this information to assess satisfactory attendance. Teachers will monitor the progress of individual students. Teachers review all students to check they are returning work regularly.

Students are considered to have satisfactory attendance if they have more than 80% participation in lessons of their study programme and submit all tasks.

Students must attend all online sessions on each day to be registered as present for the day. Students who attend online lessons late will be marked as late for the day. Attendance and lateness will be recorded and reported.