

COPPERFIELD VERBIER

WHOLE SCHOOL ASSESSMENT POLICY

Assessment is viewed as a continuous and reflective practice at Copperfield. We seek to encourage in all our students a love of learning and a capacity to reflect on their individual development. We assess our students both informally and formally, summatively and formatively, with the common goal of producing students who are independent and reflect deeply and often on their own learning.

ASSESSMENT FOR LEARNING (AfL)

AfL is based on the principle that meaningful and constructive feedback improves performance, and involves assessment *for*, rather than *of*, learning. Effective AfL involves:

- Making assessment criteria clear to the students - this might involve them creating their own version in simpler language.
- Using peer assessment and self-assessment in order to make students more reflective and successful learners - this may involve them assessing themselves against their own versions of the assessment criteria.
- Empowering students to identify their own strengths and weaknesses - this helps them to understand how to improve and set their own achievable goals.
- Providing exemplar material - students could analyse examples of different levels of work to help them understand how higher levels are achieved.
- Students being accountable for their own progress through transparent and achievable goals.
- Setting clear objectives and using effective open-ended questioning, allowing students to explore topics through higher level thinking.

STYLES OF MARKING

It is important to share best practice and make available different styles of marking so that pupils might benefit and become more effective learners as a result:

- Formative marking: comments only
- Summative marking: grade or mark
- Targeted marking: e.g. marking only in terms of a specific assessment objective.