



Assessment Policy 2023 - 2024



our approach. The three key pillars:

- Academic Excellence
- Love as Brethren
- Extra-curricular Opportunities

Statement of Vision & Ethos / Strategy & Mission Statement

We are a dynamic, inclusive, co-educational school. Inspired by our historic tradition of 'Love as Brethren'. We strive to be outstanding in everything we do, producing young people who have the confidence, qualifications, experience and aspiration to be successful in the 21st century world.

Ofsted GOOD	2022
P8 GCSE +0.56*	2023
Average Grade A-Level B	2023

At The Coopers' Company and Coborn School we have used a range of research* to develop our assessment marking and feedback policy to improve student progress throughout the school. Through assessments, marking and feedback, the following is to be conveyed:

- Pupils know that their work is valued
- There is recognition of achievement, presentation and effort
- How pupils can improve and extend skills
- Work complete enables staff to plan future work appropriately
- Expectations are shared
- Pupils are encouraged to reflect on their performance.

Each department at Coopers have carefully planned their assessments based on their specific curriculum and the students' stage of learning. However, there are some key overarching principles that CCCS staff have incorporated into the whole school policy.

- Effective assessment is vital to help improve students' learning. Purposeful assessment provides insight into student strengths and weaknesses in their learning and progress, which informs teaching. Regular and targeted feedback through lessons, homework, tests and periodic internal and external examinations supports students and teachers in monitoring progress and focusing on what needs to be improved. Feedback does not always mean detailed marking in books and departments employ a subject specific range of methods.
- Progress checks are designed to be formative with the purposes for improving student learning, informing teaching as well as measuring and recognising ongoing progress.**
- Assessments are designed to be both formative and summative, with the purposes of measuring cumulative learning over longer periods of time.

Key Stage Focus

- Key Stage 3 will be based on the bespoke curriculum and will include both progress checks and cumulative assessments (knowledge over time). A variety of methods will be used including, but not limited to, multiple-choice questions, glossary tests, exit tickets and baseline assessments.
- Key Stage 4 will have a focus on their exam course content, with exam style questions being one part of their assessments. There are also internal GCSE exams and relevant NEA work (coursework) for students to complete.
- Key Stage 5 as above with even greater expectations and demands of wider reading and depth of practice

As students journey through their courses, at all key stages, their progress will not be linear. When a new topic begins, students must get to grips with new knowledge and skills, and these may take longer to master.

*EEF, Sec Ed, Ofsted

** The weighting of these varies between subjects.

Marking is an important means of feeding back to pupils about their progress. It is therefore a significant aspect of the learning process. We recognise that the depth and frequency of marking may vary across subjects, so the marking policy offers a broad framework within which each department will operate its own bespoke marking arrangements, reflecting the broad principles of the School's marking policy.

These principles are:

- Feedback from marking must be meaningful to pupils in terms of explaining next steps in a timely manner.
- Marking should motivate pupils by rewarding achievement and encouraging them to want to improve.
- The marking expectations on staff must be manageable.