**Assessment and Moderation Policy**

In Hermitage Academy we believe that assessment is integral to our planning of learning and teaching.

In order to ensure that assessment is robust our approaches to assessment will allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.

Our assessments should provide reliable evidence which we use to report on the progress of all pupils.

Across our school we should have a shared understanding of assessment standards and the variety of evidence that is required to know a pupil has achieved a level. We should have robust arrangements for moderation across the curriculum.

To help us achieve this we use the Moderation Cycle.

3/ feedback & next steps stage

1/ the planning stage

2/ the evidence stage

**1/ The Planning Stage**

Es & Os should be used to plan the Junior School Curriculum. When moderating in the planning stage we should be ensuring that there are no significant gaps and that a variety of assessments exist to allow pupils to demonstrate a range of skills and knowledge.

It has been agreed:

For 1 period a week subjects **at least** 1 piece of assessed work will feed into each tracking period.

For subjects with more than 1 period per week there will be **at least** 2 pieces of assessed work that will feed into each tracking period.

**2/ The Evidence Stage.**

Evidence will be gathered and stored in assessment folders. These have been issued to all S1-S3 classes. Assessment folders allow pupils to record successes, set targets and store evidence in one location.

Assessment folders are the agreed method of monitoring and validating the success of our pupils. Pupils are aware of the consistent high standards that are expected of work being placed in assessment folders. Pupils should know where to access their Assessment Folder.

When moderating this stage we are looking for breadth, challenge and application. Assessment folders and the work they contain will be used to moderate and quality assure within departments and across the school in cross marking tasks.

**Assessment evidence could include:**

* High quality holistic assessments (ie Assessments that bundled Es/Os across different organisers and require prior learning).
* Observations of learners carrying out tasks and activities, including practical investigations, performances, oral presentations and discussions.
* Day to day learning and classwork; this could include written responses, jotter work, workbooks, notes, photographs or video clips – often annotated.
* Information obtained through high quality interactions and dialogue.
* A product, for example, a piece of artwork, power point presentation, a poster, a project or a report.
* Class tests.

**3/ Feedback and Next Steps Stage**

Pupils use feedback to record progress on their ‘Tracking My Progress’ sheets. When moderating this stage we agree that feedback should:

* identify areas of strength and next steps that are clearly linked to success criteria.
* be personalised, understandable, achievable & specific.
* be regular, ongoing and can take the form of written or oral comment from the teacher, peer or themselves.

Pupils should be encouraged to place the largest importance on teacher comments rather than marks.

At the end of the academic year, assessment folders should follow pupils into their next class. We aim to ensure that we maintain high standards and continue to raise attainment/achievement.