



## ASSESSMENT POLICY

### Document Control Information

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6	17/01/2022	Updated to include the use of data for provision reviews
7	24/11/2023	Changes to timing of assessment (grades/levels and personal development targets), change of KS1&2 assessment and addition of pro and anti-social behaviour tracking
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Signed	

## Summary

Assessment is a vital part of the learning process. Assessment is a diagnostic, formative and summative process. It provides a snapshot of pupil attainment (Assessment of learning) and provides information to help the teacher plan the next stage of an individual's or group's progress and to further develop the work of the pupil (Assessment for learning).

## Policy Objectives

- To establish a baseline assessment of each pupil's ability when referred to the College
- To maintain a robust, consistent framework within which the College and individual staff can continue the systematic development of formative and summative assessment
- To encourage positive achievement and personalised learning for pupils
- To ensure all teachers are assessing and monitoring work on a regular basis
- To stimulate dialogue between stakeholders, in particular staff, pupils and parents
- To be able to track pupil progress, benchmarked against prior data, enabling the identification of appropriate interventions
- To demonstrate progress made over time
- To improve standards of attainment for all pupils

## Assessment Rationale

The purpose of assessment for pupils

- Measures attainment and progress over time
- Enables pupils to identify their strengths and weaknesses
- Measures both academic attainment and personal progression against targets

The purpose of assessment for teachers

- Provides baseline evidence for target setting.
- Enables dialogue between teacher and pupil in relation to challenge
- Enables early intervention for pupils at risk of underachieving
- Enables self-evaluation of the effectiveness of learning against outcomes for pupils
- Assists in planning for progression
- Enables provision of appropriate challenge for individual pupils
- Measures both academic attainment and personal progression against targets
- Enables opportunities for moderation of marking within school and between schools

## Policy Framework

### General Points

- The induction team in collaboration with the Deputy Headteacher will liaise with the pupil's previous school to collate historical assessment data then conduct a series of baseline assessments as part of a supportive, comprehensive settling in process, which include core subjects. This data will be made available to all staff
- Non-core subjects will use formative and/or summative assessments within the first half-term of a pupil being on roll to determine a baseline level
- Teacher assessments of pupil achievement grades/levels will take place termly
- All pupils will have individual personal development targets and these will be reviewed half termly.
- Teachers are responsible for setting appropriate assessment tasks for their subject and wherever possible, use exemplar GCSE or functional skills materials and mark schemes
- At Key stage 3 and 4, achievement grades/levels relate to GCSE grades or Functional Skills or Entry Level grades depending on pupil level
- We will use meaningful ways of measuring all aspects of progress, including tracking valued and detrimental behaviours
- Data will be shared with the secondary pupils
- At Key stage 1 and 2, pupils are assessed against the Age Related Expectations National Curriculum descriptors. Social and emotional development is assessed using our own assessment grid based on the fundamental principles of ELSA and Jigsaw PSHE programmes
- Assessment data will be entered on the system by the agreed deadline

### Assessment of Learning

- Formal assessments of grades/levels will take place termly.
- Assessment should be appropriate to the subject taught and may include: exam questions, assessed coursework, tests, presentations, extended writing, practical work and/or projects.
- Teachers must identify consistent assessment opportunities across a cohort
- Appropriate assessment criteria in the form of grades / levels must be identified for each of the assessment of learning opportunities.
- Teachers enter assessment data on the system by the required deadline

### Assessment of learning will

- Provide comparative and meaningful data about pupil progress
- Inform the target setting process
- Inform progress for provision reviews before education reviews<sub>[KF1]</sub>
- Be shared with the pupil, parent / carer at 6 weekly intervals during the education review process and during the distribution of annual review reports
- Be used to provide challenge to the pupil
- Promote subsequent provision strategies

The teacher will

- Identify gaps in each pupil's knowledge and understanding
- Identify weaknesses in specific areas of learning through analysis of performance, which will inform future planning
- Implement strategies to accelerate progress
- Mark and measure against grades and levels

The pupil will

- Be able to gauge own performance against previous performance and targets.
- Understand the teacher's next steps advice on how to improve.
- Know what standards and expectations are required

### **Assessment for Learning**

Assessment is an integral part of the learning process and as such, should be a continuous process of reflection and review around progress between the teacher and the pupil. It should be specific to each pupil's needs, progress and achievement.

Learning Objectives

- Should be shared with pupils every lesson.
- Should be differentiated to incorporate all pupils' needs.

Learning Outcomes

- Should be shared with the pupils at the start of the lesson.

Good assessment practice will

- Promote independent learning
- Engage pupils in their own learning by providing effective feedback about progress against agreed targets.
- Promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- Be specific to the topic

### The teacher will

- Provide on-going verbal and written feedback, which identifies strengths and weaknesses and the next steps for improvement
- Promote pupil involvement in self-assessment
- Use assessment to inform planning for pupil progress.
- Make objectives and outcomes explicit to pupils
- Promote inclusion by attending to pupils' learning needs
- Identify underachievement early and intervene to ensure pupils do not fall behind their trajectory

### The pupil will

- Know what has been achieved against known success criteria and what to do next to progress further.
- Gain confidence, motivation and self-esteem as a learner
- Improve own self-evaluation skills
- Make appropriate progress against agreed targets

### **Success Criteria**

- Formative and summative assessment opportunities are integrated into schemes of work
- All pupils have an awareness and understanding of assessment criteria and process
- Pupils and staff are confident in the accuracy and process of setting targets for continued progress
- Staff assess and monitor pupils' work on a regular and frequent basis
- Effective use of prior data by teaching staff
- Pupils are aware and understand the rationale and process of assessment
- Improved standards of attainment for all pupils
- Improved progress for all pupils