



ASSESSMENT POLICY

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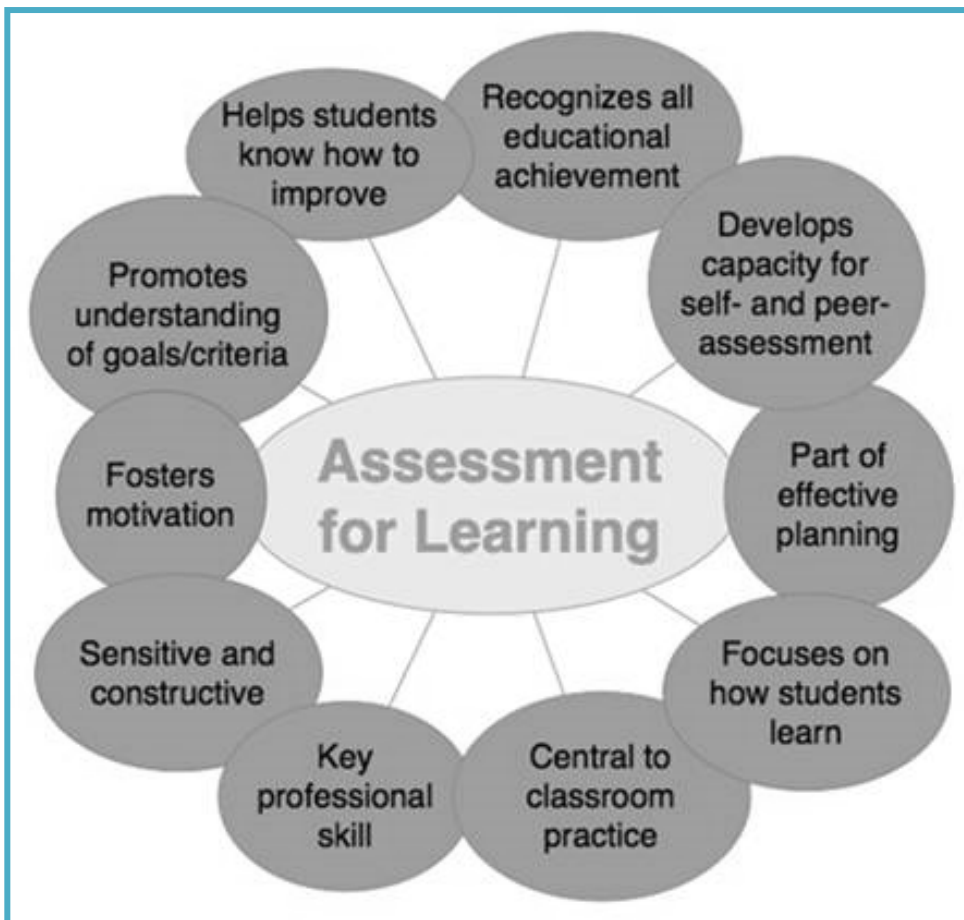
RATIONALE

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback given to pupils on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents and carers regularly through meetings and with a full written report at the end of the year ensures that we are working together to raise the standards of our pupils.

Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strength and weakness at an individual, group, class and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the school managers and Leadership Team to have a clear understanding of the performance of the school.

NB: It may be useful to read this policy in conjunction with the Feedback and Marking policy



WHY ASSESS?

The purpose of assessment in our school is to provide information: -

- For pupils to demonstrate what they know, understand and can do in their work.
- To help pupils understand how well they are doing and what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each pupil.
- To track the attainment and progress of individual pupils, groups and classes, and thus inform future planning.
- To provide the pupils' next teacher or placement with information which will ensure smooth transition and promote continuity and progression.
- To provide the Headteacher and deputy Headteacher with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths or weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide teachers with information which allows them to monitor and make judgements about the effectiveness of practice within their classroom.
- To provide us information which enables us to monitor and make judgements about the effectiveness of practice within each subject area.
- To provide managers with information on the school's performance to aid their monitoring procedures.
- To provide regular information for parents and carers to enable them to support their child's learning.
- To provide parents and carers with information about the performance of the school.

RESPONSIBILITIES

Headteacher

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To collate and analyse assessment data and utilise the information to support school improvement and thus raise standards at a whole school level.
- To ensure that statutory requirements are met.
- To review and update the policy.
- To monitor and evaluate the policy in practice.
- To manage any whole school data systems.
- To keep up to date and inform staff on latest information and requirements.
- To develop the procedures for pupil progress meetings.
- To lead pupil progress meetings
- To inform managers about the school's performance on at least a termly basis.
- To have a clear and detailed understanding of what the assessment information means about the school's performance.
- To utilise assessment information to support in raising standards at a whole school level.
- To schedule pupil progress meetings, on a termly basis, for teachers.

Class Teachers / Subject Leaders

- Identify learning objectives to be assessed on medium term plans.

- To set individual targets.
- To carry out ongoing formative assessment in accordance with this policy.
- To carry out summative assessments on a termly basis or at the end of a topic, half termly.
- To prepare and write reports for parents and carers, colleagues and other agencies.
- To provide examples of assessments for assessment moderation
- To ensure manageable records are kept.
- To ensure that the specific Individual Education Plans (I.E.P.s) and EHCP reports are written, assessed and evaluated as requested by the Headteacher and outside agencies.
- To ensure plans include clearly defined and differentiated learning objectives and that appropriate feedback and marking is carried out to aid assessment.
- To utilise assessment information to inform them of the effectiveness of practice within each subject and to use this information to inform action plans to raise standards within a subject area.
- To attend pupil progress meetings well prepared
- To utilise assessment information to inform them of the effectiveness of practice within their key stage and to use this information to raise standards.

PRINCIPLES

The principles of assessment at this school are: -

- To feedback to pupils about their attainment and progress, being specific about what the pupils have done well and what they need to do next on an ongoing basis.
- To involve pupils in their own assessment.
- To keep manageable records.
- To keep parents and carers informed about their child's achievements and progress and enable them to have opportunity to help their pupils make further progress.
- To keep managers informed about what the assessment information says about the performance of the school.

PROCESS



ONGOING, FORMATIVE ASSESSMENT

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping pupils to know what they have to do to make progress. We endeavour to achieve this by:-

- Informing pupils of the learning objectives (WALTs- *We are learning to...*) and success criteria for the outcomes (WILFs- *What I'm looking for*) in each lesson

- Questioning throughout the lesson in order to judge pupil understanding
- Observations; either focussed or interactive.
- Providing regular opportunities to review learning against the success criteria throughout the lesson
- Involving the pupils in peer and self-assessment, where appropriate, by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.
- Planned assessment against learning objectives in medium/short term planning.
- Displays which celebrate achievement and progress and includes some pupil targets
- Feeding back to pupils on an ongoing basis both verbally and in writing that is matched to the age and the individual needs of the pupil
- Focussed marking using learning objectives and success criteria
- Sampling pupils' work
- Carrying out diagnostic assessments e.g. using assessment aids like standardised reading tests, and the analysis of tests, to identify gaps in learning and current attainment.
- Using assessments and feedback from marking to inform the next stages of learning and planning

TERMLY SUMMATIVE ASSESSMENT

Assessments of pupils' levels in the core subjects of English, Maths and Science are carried out at least on a termly basis or at the end of a half-termly topic (in order to track attainment and progress at an individual, group, class, year group / key stage and whole school level). This information is also used to identify pupils who need to be targeted for specific support and to set the focus of discussions in pupil progress meetings.

- Assessments are currently carried out using APP assessment and attainment records alongside separate behaviour and social development levels. *This will be regularly reviewed at ascertain whether a different system is more suitable. It does, however, give the teachers the opportunity to identify steps in learning which may be more appropriate for our students.*
- Termly reading assessments are carried out using a standardised reading test, where appropriate.
- Termly unaided writing assessments are carried out.
- Termly unaided maths tests are carried out.
- Class teachers ensure that assessment information is recorded on the Seadown School Subject Assessment Tracker, by the end of each half term, for submitting to the Headteacher.
- Class teachers keep individual pupil assessment records for each subject.

DATA ANALYSIS

- The Headteacher utilises any teacher reports, IEP reviews and the assessment data to carry out an analysis of the data each half term. This information is utilised to inform the :-
 - Pupil Progress meeting discussions,
 - School Self Evaluation (SEF)
 - Termly Raising Attainment Plan (RAP)
 - Headteacher reports to managers and outside agencies
 - School Development Plan (SDP)

PUPIL PROGRESS MEETINGS

These are held on a termly basis and are attended by the class teacher:

- Prior to the meeting the Headteacher meets with the relevant senior leader to go through the data report and to discuss areas to focus on within the meeting.
- The focus of the pupil progress meetings is:-
 - to discuss attainment and progress generally within the class using the half-termly data submissions to provide context and any additional information gained from the data analysis by the Headteacher
 - Set targets for any pupils that require additional support and devise plans for how these targets will be achieved.

END OF YEAR ASSESSMENTS

A summative assessment is made at the end of each year in Speaking and Listening, Reading, Writing, Maths and Science and the reports indicate how well each pupil is attaining compared to the expected level.

Assessment data is reported annually, or upon request, to outside agencies as necessary for Annual reviews (EHCP), social workers at PEPs and to the DfE and Local Authority.

FEEDBACK AND MARKING

Feedback and marking and is used to raise achievement, set targets and help pupils to improve. Feedback and marking should inform pupils about what specifically they have done well and the next steps to take. *See the Feedback and Marking Policy for detailed information.*

Recording

- A variety of recording systems are used which are manageable and purposeful.
- Teachers check and update individual pupil assessments on an ongoing basis but at least half-termly in Assessment Files.

MONITORING AND EVALUATION

- The Head teacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, monitoring learning walks and sampling teachers' planning.
- Regular assessment moderation, book scrutinies and planning scrutinies will part of this process.

ASSESSMENT MODERATION

- Subject meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices.
- Assessment moderation is also carried out with other schools where possible in order to ensure consistency and accuracy against attainment materials.

REPORTING TO PARENTS

Reports to parents and carers are given verbally at meetings and at least annually at EHCP meetings and within any end of year / placement reports

The reports are written in a clear, straightforward manner and are personal to the student. They:-

- Explain how the child is performing in relation to their past achievements and to national standards.
- Report on a child's strengths and any particular achievements.
- Identify areas of development and improvement.
- Whether the child is happy, settled
- How their child's behaviour and social skills have developed.

TRANSITION AND TRANSFER

- Assessment information, both academic and social, is transferred between professionals at various stages of a student's schooling (between classes, agencies and schools). This ensures that pupils have the maximum opportunities to achieve.
- When pupils move schools or settings, information is sent through as soon as possible.

EQUAL OPPORTUNITIES

Equality of opportunity is a fundamental right for all pupils regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils and support each student to the best of their ability, according to their individual needs.
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations. We are committed to taking action where underachievement is identified
- We recognise and value all forms of achievement