

Ashcroft School and Extended Services

Assessment Policy

Date:
November 2017

Review Date:
November 2018

Policy Objectives

Ashcroft believes that assessment is an integral part of teaching and learning. It recognises achievement and informs future planning. It empowers young people to become independent learners and to maximize their potential. Assessment is an important element in the professional responsibility of all staff.

Aims

- ❖ *Assessment should help pupils to develop their personal and academic skills to enable them to become self confident, reflective and independent learners.*
- ❖ *Assessment should allow staff and students to establish shared learning goals so that all have an understanding of present achievement, the next stages of progression and to allow for planning future teaching strategies to meet individual needs.*
- ❖ *Assessment should involve a range of techniques both formal and informal carried out in a variety of contexts which allow individual pupils to show what they know, understand and can do.*
- ❖ *Assessment and reporting are a vital part of the link between the school and all stakeholders and should provide easily accessible, meaningful information.*

Key Beliefs

Methods of Assessment

Formative

Assessment for Learning

A wide variety of appropriate AFL techniques are used to assess individual students' progress and to guide the course of lessons and subsequent learning.

- *Sharing Learning Intentions*
- *Rich Questioning*
- *Meaningful Feedback*
- *Self Assessment*
- *Encouraging Peer-Assessment where appropriate*

Marking

Pupils work is marked regularly giving positive feedback and targets for future progression using the 'what went well' (WWW) and 'even better if' (EBI).

Summative

Assessing Pupil Progress

Assessing Pupil Progress (APP) is carried as per the changes to the National Curriculum that came into effect from September 2016. Assessment without levels will take the form of using, where appropriate, the new GCSE 1-9 criteria. Where assessment via this criteria is not appropriate as children are working below this we will follow various assessment formats in line with external specifications eg: BTEC, Entry Level, Functional Skills etc.

APP will be discussed at parent/carer open days to encourage pupil progress and support young people to help them reach their targets.

APP reporting takes place termly, allowing staff to review progress and establish what level a pupil is operating at. Data is gathered using a diverse range of activities including practical work, oral work and class tests.

Key Beliefs Explained

Responsibilities:

1. The Examinations Officer is responsible for all aspects of public examinations

Assessment Coordinator is responsible for:

- monitoring of assessment and coordinating input of regular assessment levels to RAG system
- Regular scrutiny of young people's work against planning
- Overseeing evaluation by teachers of young people's achievement in relation to their planned provision.

2. Subject Teachers are responsible for:

- Liaising with the examination officer concerning all entries for exams and processing of coursework
- The organisation of the internal formal and informal assessment of their subject.
- Regular evaluation of young people's achievement in relation to their planned provision
- Liaising with the assessment coordinator regarding all aspects of reporting of assessments
- Monitoring and evaluating schemes of work in light of assessment data

- Advising and guiding support staff on assessment in their subject
 - Following agreed school policy and guidelines on assessment
 - Recording assessment.
3. Support staff are responsible for:
- Providing meaningful day to day feedback to young people
 - Contributing to periodic formative assessments
 - Contributing to general Assessment for Learning strategies within lessons.

Reporting

- 1) A formal report will be issued to parents/ carers at the end of each year. It will give, where appropriate, levels based on APP and internal examinations/ tests.
- 2) A short progress report will be issued at the end of the Autumn and Spring terms informing parents/ carers of the young person's progress as identified through a variety of assessment procedures.
- 3) The school communicates regularly with parents and carers through key workers through phone and email. At least fortnightly key workers will meet with parents and carers and where this is not possible will make contact by phone. There are daily handover meetings with residential care staff for children who are looked.
- 4) There will be a termly parents/carers 'session with young people to discuss progress, targets and support from parents and carers. Parents /carers have the opportunity to meet subject teachers, class tutors and key workers.

Monitoring and evaluation

1. Subject teachers will monitor the progress of pupils in their subject
2. The assessment coordinator will monitor the recording of data on the school system and will identify pupils not making satisfactory progress.

Assessment of Special Educational Needs (SEN)

Some pupils will have an identified additional need that the school will know about from the placement information and /or statement of special educational needs. The initial IEP / IBP and targets will have been established taking account of the pupil's additional needs.

Where there is no known additional need and a pupil's progress gives cause for concern, Ashcroft staff will log this and refer to the school SENCO who will carry out further assessments to determine if the pupil has a special educational need/ additional needs and then amend the pupil's IEP to reflect this additional need.

Where the SENCO suspects that the pupil may be dyslexic, dyspraxic, have a communication difficulty or an autism spectrum condition, s/he will seek permission from the parent or people with parental responsibility, to seek advice and support in devising an appropriate programme from Trust's educational psychologist, speech and/or occupational therapist.

Information about the pupil's additional special educational need will be included in the pen portrait of the pupil and staff will be made aware of the updated pen portrait, individual plans and targets.

Reference documents:

- **Teaching and Learning Policy**
- **SEN Policy**
- **Equality and Diversity Policy**

Reviewed: November 2017

Agreed and signed by Chair of Governing Body:
Headteacher:

DRAFT