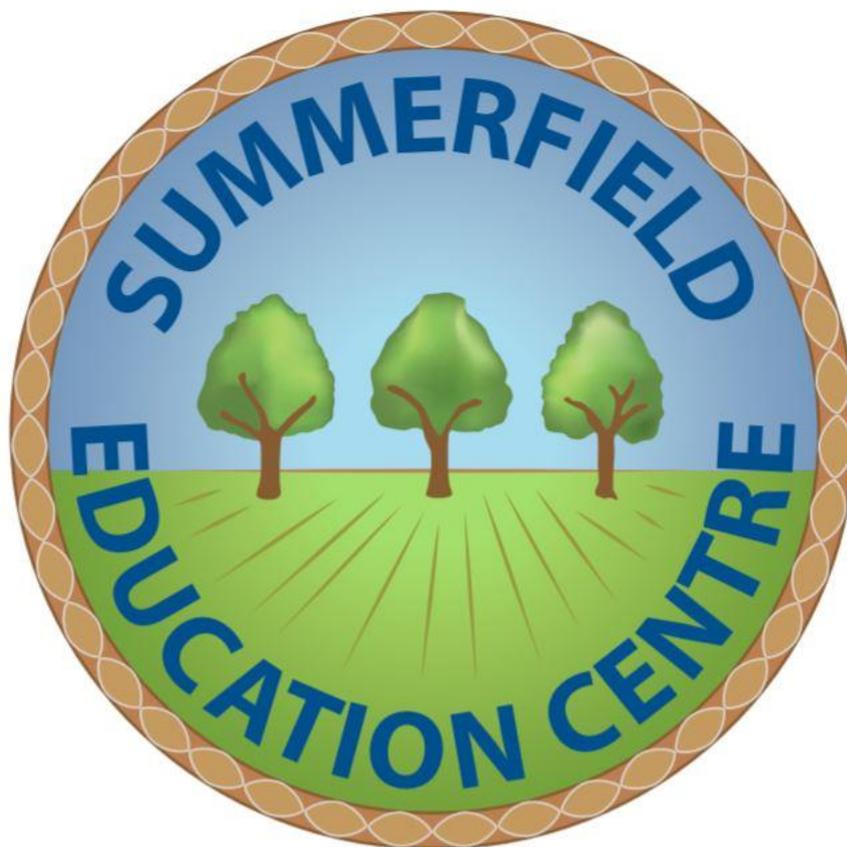


Assessment policy

Summerfield Education Centre



Approved by:

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

Our aim is to provide each pupil with as much accreditation as possible while they are with us, which in some cases is a relatively short amount of time. Assessment at Summerfield informs progress made by each of our pupils towards this end goal enabling us to create a *flight path of progress to help each child reach an outcome that reflects their ability.*

4. Assessment approaches

At Summerfield we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

4.1 In-school summative assessment

Effective in-school summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period

Summerfield Assessments – P levels

Student cognitive age in relation to attainment norms	Summerfield Progress levels	Old National Curriculum Levels	Entry levels	Level 1/ 2 qualifications (e.g. City & Guilds level 1 BTEC level 2)	Old GCSE grades	New GCSE grades from June 2016	
16 Yrs ↑ 12 Yrs	18				A*	Grade 9	
	17	8		Level 2 distinction	A	Grade 8	
	16	7		Level 2 merit	B	Grade 7	
	15	6		Level 2 pass	C	Grade 6	
14	5		Level 2 pass	Grade 5			
11 Yrs	13	4	Entry level 3	Level 1 Distinction	D	Grade 4	
10 Yrs	12	3		Level 1 merit			E
9 Yrs	11	2A	Entry level 2	Level 1 pass	F	Grade 2	
8 Yrs	10	2B					Grade 1
7 Yrs	9	2C					
6 Yrs	8	1A	Entry level 1				
5 Yrs	7	1B					
4 Yrs	6	1C					
3 Yrs	5						
2 Yrs 3mths							

Summerfield has modified an assessment system to ensure a consistent outcome across all subjects called ‘Summerfield Assessment P-Levels’ that enables a child’s progress to be standardised in order for parents and external stakeholders to quickly ascertain a child’s progress.

At Summerfield, pupils’ learning will be enjoyable, relevant, purposeful, ability-related and will build on prior attainment.

From point of entry each child is baselined in literacy and numeracy. This provides each subject teacher with information with which to perform their own individual subject baseline and commence an accelerated learning programme with key literacy and numeracy opportunities.

The robust half termly ‘Key Task Assessment’ results from each subject enables each teacher to

record pupil progress through a half termly data entry of levels that are mapped according to the P Scales that we use as a universal achievement currency (see picture above).

This ensures that each young person will be stretched in terms of their abilities and rewarded by attainment at the appropriate level.

4.2 Marking (Please see marking Policy for greater detail)

We use four broad overarching forms of assessment marking for day to day progress monitoring:

1. **Acknowledgment marking** – checking that the work has been completed and that there are no obvious mistakes that need correcting. (After every piece of work in an exercise book)
2. **Quality teacher marking** – otherwise known as STAR marking (one a week). Quality marking by students -Peer and self-assessment (ONCE EVERY WEEK and as part of good practice to develop confidence of young people to peer to peer mark)
3. **Verbal feedback** (Appears as often as verbal feedback given)
4. **Marking for Literacy** (every time marking is completed)

This marking policy enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

5. Collecting and using data

As explained earlier teachers are required to set a baseline grade for any child that enters their classroom. Based upon these grades the teacher can then evaluate a likely end of year target and end of Key Stage target.

Every half term, after a key Task Assessment, the teacher will then input a 'Working at Level (WAL)' grade indicating the progress the child has made since the last assessment. This then forms a flight path trajectory enabling the teachers and school leaders to determine if a child is progressing quickly enough to meet their end of year and Key Stage target.

If insufficient progress is being made the teacher will develop an intervention plan of strategies to give the child every possible chance to get back on track.

Outcomes will be communicated through School Reports, Parents' afternoon, Progress Days and if necessary direct contact from the teacher.

6 Reporting to parents

6.1 Formal School Reports

Formal reports are prepared for all parents/carers at the end of every term. For each subject the report will outline course details and academic progress towards the accreditation offered in the subject. Effort, behaviour and engagement will also be outlined and 3 targets for development to the next level will be offered. Reports will be issued in person at Parent Events. If a parent/ carer is unable to attend the Parent Event reports will be posted to designated addresses given upon admission.

SUBJECT: English

Student Name: _____ Year: _____ Date: _____

	Always	Mostly	Sometimes	Rarely
PUPIL attends lessons when in school.				
PUPIL arrives at lessons on time.				
PUPIL remains in the classroom, (asking permission should there be a reason to leave).				
PUPIL arrives at lessons with a positive attitude.				
PUPIL completes the work set to the best of his/her ability.				

Course Outline:

Academic Progress: (suggested comments, please limit to approximately 5 sentences)

Effort and Behaviour:

Targets:

-
-
-

Name of Teacher: _____ Signature: _____

6.2 Parent Events.

Parent Events are held at the end of each term and are marked on the School Calendar, accessible from our website. The school office will telephone, text or email parents/carers to make appointments. Upon arrival parents/carers will see a Form Tutor, for a Progress Day, who will go through pupil progress for all subjects. For Parents' Afternoon appointments will be with individual subject teachers who will go through specific progress.

6.3 Subject Report

For pupils who are not meeting the required progress levels 'Subject Reports' may need to be implemented. If a child is placed on subject report the engagement and effort they give in every lesson is monitored by the teacher, who will then report via email or post on a weekly basis. This level of intervention is designed to alert pupils and parents/ carers to the likelihood that planned accreditation may not be achieved if current levels of effort and engagement do not increase.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for:

- Support
- Intervention,
- Further external assessment (by external agency if necessary)
- EHCP application in some cases

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Continued professional development is at the heart of the Summerfield Teaching and Learning strategy. There is an annual programme of opportunities, published on the 'Teaching and Learning Monitoring Schedule' that are delivered on a weekly basis on a Tuesday or Wednesday evening.

To support and enhance our approach to good practice Summerfield has professional links to Wheelers Lane School. Staff are invited to attend additional CPD opportunities delivered by expert practitioners and have the opportunity to discuss and/or moderate with established department members.

Summerfield is supported by a Local authority with access to many different training courses. If staff feel that they require a professional development opportunity or need advance their knowledge to meet targets of appraisal, for example, they can put forward a request to the head Teacher.

9. Roles and responsibilities

9.1 Management Committee Members

Management Committee Members are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed annually by the Lead Designate for Teaching and learning and ratified by the Management Committee.

All teaching staff are expected to read and follow this policy. The Head Teacher is responsible for ensuring that the policy is followed.

The Deputy Head and Middle Leaders will monitor the effectiveness of assessment practices across the school, through:

Moderation

Lesson Observations

Learning Walks

Book scrutinies

Pupil progress meetings.

Pupil Voice

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Marking Policy
- Behaviour Policy
- Staff Hand Book
- SEN policy
- Safeguarding Policy
- Teaching and Learning Monitoring Schedule 2018-19