

Assessment Policy



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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 Daylesford Academy 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 Daylesford Academy 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

Daylesford Academy has modified an assessment system to ensure a consistent outcome across all subjects called 'Daylesford Academy 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 Daylesford Academy, 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 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 teaching & learning file for greater detail).

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 CPD in teaching and learning file for greater detail)

We use four broad overarching forms of assessment marking for day to day progress monitoring for pupils in the main school teaching groups:

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 (**FORTNIGHTLY**). Frequent evidence of peer and self-assessment as part of good practice to develop confidence of young people.
3. **Verbal feedback** (Appears as often as verbal feedback given – evidenced via teacher stamp or initials).
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, usually this is completed in September of a new school year. Based upon these grades the teacher can then evaluate a likely end of year target and end of Key Stage target.

At the end of every 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. Please see the nurture policy for protocol flowchart.

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 Interim Reports

Will be issued to parents/carers at the end of term 1 and 2. These will provide a summary of:

- Progress in lessons for every subject from the baseline set in September of the new academic year.
- Behaviour – number of incidents, restraints and suspensions □
Attendance – expressed as a percentage

6.2 Formal School Reports

Formal reports are prepared for all parents/carers at the end of every school year. 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 a Parent End of Year Review. If a parent/ carer is unable to attend the Parent Event reports will be posted to designated addresses given upon admission.

6.3 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.

6.4 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 who attend the **grouped lessons** within the main school and will be used diagnostically to contribute to the early and accurate identification of all pupils' special educational needs and any requirements for:

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

Pupils who are part of our **Nurturing Programme** will be assessed via our intervention strategy programme included within our **Nurture Policy** and monitored via our online management system. These pupils fit within 4 category groups:

- ✓ Designated Alternative Timetable Pupils
- ✓ Attendance Concerns
- ✓ Drop in Sessions/ Behaviour Emergencies
- ✓ Remote learners

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 Daylesford Academy 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 and resources saved in the Teaching and learning folder under CPD.

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 Governing Body

Governing Body members are responsible for:

- Being familiar with statutory assessment systems as well as how the academy'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 Head Teacher

The Head Teacher 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 (IMPACT)

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:

- *Weekly mentoring sessions*
- *Lesson Observations*
- *Learning Walks*
- *Book scrutinies*
- *Pupil progress meetings.*
- *Pupil Voice*

Monitoring of these strategies in place will ensure that each child makes progress within their category of education, allowing for all the unknown and unusual circumstances that arise within this type of setting. Any pupil not meeting the required progress will be flagged and referred to the intervention strategy for more intensive support (detailed in the Nurture Policy).

11. Links with other policies

This assessment policy is linked to:

- Nurture Policy
- Curriculum policy
- Marking Policy
- Behaviour Policy
- Staff Hand Book
- SEN policy

- Safeguarding Policy