



ASSESSMENT POLICY

Holman Way

Nuneaton

CV11 4PN

The purposes and principles of assessment

Ensuring assessment directly evaluates pupils' knowledge and understanding of curriculum requirements helps to create a virtuous circle of teaching and assessment. Teachers assess pupils' understanding of a topic and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts the teacher to consider how the teaching approach can be adapted to improve pupils' understanding. This, in turn, informs the teacher's thinking about which assessments to use to evaluate whether the new approach has been effective. In this manner, good teaching and assessment continually reinforce each other and generate continuous improvement.

Here at ALP Nuneaton our purpose is to create flexible individualised programmes of learning support for children and young people who, for a multiplicity of reasons are unable to access educational provisions. Working closely with the Local Authority, we provide outcomes that are in accordance with their strategic planning, for emergency, interim and short to long term placements.

At ALP Nuneaton, baselining and assessment happens from transition for learners who are able to access standardised assessments, and are typically completed before full time placement begins. It is to be expected that within the first year of placement learners assessment profiles can present as, what is referred to as, 'spikey'. This is due to a number of contributing factors such as; school based anxiety; relationships to be built; confidence and more. It is expected that assessment will settle and become more accurate and reliable after a full year within the school.

Learners who, for a variety of reasons, are unable to access standardised baseline assessments are assessed via an observation cycle that takes 6-8 weeks to gather information to make an informed decision on baselining.

The overriding principle of good assessment is that it should be tied to its intended purpose. There are three main forms of assessment each with its own purpose:

- Day-to-day in-school **formative assessment** used by teachers to evaluate pupils' knowledge and understanding on a daily basis and to tailor teaching accordingly. Examples include question and answer sessions during class, marking of pupil work and regular short re-cap quizzes.
- In-school **summative assessment** which enables schools to evaluate how much a pupil has learned at the end of a period of teaching. Examples include short end of topic or unit tests and end of year exams.
- **Nationally standardised summative assessment** which is used by Government to hold schools to account. Examples include National Curriculum tests at the end of Key Stage 2, National Curriculum teacher assessment at the end of

Key Stage 1. **As an Independent School ALP is not required to carry out Key Stage 1 and 2 SATS.** However, with students in the secondary phase of education national standardised Functional Skills exams and external moderation of vocational portfolios takes place.

PRINCIPLES FOR ASSESSMENT

- Assessment is at the heart of teaching and learning. It provides guidance to teaching and learning. Along with the opportunity for pupils to demonstrate and review their progress.
- Assessment is fair, inclusive of all abilities and free from bias towards factors that are not relevant to what the assessment intends to address.
- Assessment is honest, open and transparent to all and judgements are moderated to ensure accuracy.
- Assessment is ambitious, places achievement in the context of national expectations (National Curriculum Framework 2021) and embodies a pathway of progress and development for each pupil.
- Assessment is appropriate, clearly stated and draws on a wide range of evidence to provide a complete picture of pupil achievement. It should demand no more procedures than are practically required to plan future learning.
- Assessment is consistent. Judgements are formed according to common principles and understood by all. Results are comparable with other schools locally and nationally through the use of National Curriculum expectations and 'Gap' within B Squared.
- Assessment outcomes provide meaningful and understandable information for:
 - Pupils in developing their learning;
 - Parents in supporting their children with their learning;
 - Staff in planning teaching and learning;
 - School Management and Executive Board in planning, evaluating and allocating resources.

Forms of Assessment Used

Formative Assessment (Assessment for Learning – AfL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessment:

- Assess the performance of the children at all stages of the lesson adapting and refining the learning process where necessary;
- Provides pupils of all ages and abilities the opportunity to ask questions, learn, make progress and reach their full potential;
- Ensure questioning stretches the thinking of all pupils and provides opportunity for thought and challenge;
- Identify those pupils with particular needs so that any issues can be addressed in subsequent lessons and any appropriate intervention can be organised
- Adjust plans to meet the needs of all pupils, differentiating learning objectives where appropriate;
- Ensure pupils are aware of the learning objectives and encourage them to evaluate their progress so that they understand the next steps they need to make;
- Set individual, challenging targets on a regular basis and discuss these with the pupils so that they are actively involved in the process;
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Encourage pupils to self-assess their own work against their own individual targets and learning objectives.
- Mark work so that it is constructive and informative
- Assess all subjects half termly using a common format and make relevant comments about pupils' progress, especially those working below or above the national average;
- Assess reading by reading regularly with every child and encourage daily reading at home;
- Provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and school in supporting children's education.
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Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and staff of a child's attainment and progress. This will also inform whole school target setting and prediction of future attainment

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time;
- provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It is used to provide feedback on how they can continue to improve.
- record performance in a specific area on a specific date;
- provide age related standardised information;
- provide end year and end of key stage test data against which the school will be judged;
- provide parents with information about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year
- provides school leaders with information to monitor the performance of pupils to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment

At ALP Nuneaton (See Appendix 1) we;

- Follow an Assessment cycle and update the data on B Squared and Skills Forward.
- Use some standardised tests such as Salford Reading test
- Use information stored to analyse the attainment and progress of each pupil and discuss findings and outcomes monthly and at a half termly pupil progress meeting with appropriate members of staff
- Analyse the data and review targets for individuals and groups and use the information to identify intervention strategies
- Set individual targets for and share information with SLT, Local Management Group and Executive Board.
- Work with colleagues at school and in local schools (to be developed) to moderate assessment judgments each term;
- Link in partnership with alternative provisions.
- Complete internal moderation of qualifications attached to Foundation Learning Packages at end of term;
- Analyse data at the end of the academic year to track 'value added' progress made by, groups of pupils and individuals;
- Staff use the outcomes of assessments to summarise and analyse attainment and progress for their pupils ;

- Staff use data to plan the learning for every pupil to ensure they meet or exceed expectations;
- Staff and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at a particular risk at ALP Nuneaton are making progress and that all pupils are suitably stretched;
- B Squared, Skills Forward analysis to help analyse the attainment and progress of the pupils and findings reported to parents and LMG and Exec Board

Arrangements for ensuring competency and confidence in assessment by staff

At ALP Nuneaton we are committed to continued professional development for all staff.

- Teachers are trained in use of all standardised assessments.
- Moderating meetings for all staff on assessments and progress are held weekly
- Monthly supervision meetings provide for continued development
- Staff meetings provide continued development for all staff
- Curriculum led CPD opportunities are provided to ensure skills knowledge is up to date
- When appropriate external agents provide training for appropriate staff e.g Boxall profile to teachers, Use of B Squared etc.

Reporting to parents

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self esteem.

At ALP Nuneaton we;

- Provide opportunities for one parent consultation evening per year so that parents can discuss their child's attainment and progress and overall performance at school.
- Provide end of year written reports which include results of assessments and will give information relating to progress and attainment;
- Discuss pupil progress at the request of parent/carer by appointment.
- The Headteacher is also available for informal consultation.

Arrangements for the governance, management and evaluation of assessment

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit. This policy will be revised in line with the School Development Plan targets about achievement and will point the way to any future learning objective.. For those pupils with an Education Health and Care Plan statutory review reports are also provided on an annual basis

APPENDIX 1

Assessment Procedures and Calendar

Key to type of assessment : F – Formative, S – Summative, Stand. T standardised test

| | Assessment | Type | Why | How recorded | Reported to |
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| Entry (entry to ALP can be at any time of the year) | Collection of data from previous school Baseline assessment : <ul style="list-style-type: none"> ● Monster Phonics check (phonic knowledge) ● BSquared teacher assessment ● Salford Reading Assessment (Reading Age) ● Coordination check (Coordination skills) ● Birth to 3 years assessment ● Pre-Key stage standard assessment ● Skills Forward English & Maths Initial and Diagnostic Assessment ● AET checklist | S & Stand.T | <ul style="list-style-type: none"> ● Identification of skills/knowledge known on entry to school. ● Used to plan teaching, targets and to assess progress after a period of time | B Squared Reading progress tracker Pupil passport Whole school tracker | Pupils – understand where they are and next steps/outcomes Teachers – used in planning next steps Parents – understanding their child’s starting point, targets and progress SMT/LMG /Exec Bd - monitoring of cohort |
| Terms 1,2,3,4,5,6 | Formative/AfL Question and answer during class <ul style="list-style-type: none"> • Marking of pupils’ work • Observational assessment • Regular short re-cap quizzes • Scanning work for pupil attainment and development | F | <ul style="list-style-type: none"> ● an integral part of teaching and learning ● understand pupil performance on a <i>continuing</i> basis identify when pupils are struggling or ready to move on | N/A but may be noted on lesson plans and/or pupil profiles | Pupils – understand their learning, progress towards targets and next steps Parents – informs parents of more detail about strengths and weaknesses Teachers – see Why column |

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| | | | <ul style="list-style-type: none"> • identify support • evaluate teaching and plan future approaches | | SMT/LMG –assurance via monitoring |
| Term 1 | Progress against small step targets: , Engagement Steps, Progression Steps, PSHE Phonics check & Salford reading Assessment | S/F | <ul style="list-style-type: none"> • Track progress made against starting points | Small steps / ES Results put on B Squared Pupil Profile Schools spreadsheet Reading tracker | SMT Teachers - understand national expectations and assess performance in the broader national context |
| Term 2 | End of topic/unit Progress against small step targets: NC, Engagement Steps, PSHE, Internal Moderation of qualifications attached to Foundation Learning Packages WIAT Testing | S S | information use to monitor and support pupils' progress, cohort attainment and wider outcomes | NC/ES on B Squared | SMT/LMG –assurance via monitoring Parents: Information shared at parents evening Teachers - understand national expectations and assess performance in the broader national context |
| Term 3 | Progress against small step targets: Engagement steps, Progression steps, PSHE Phonics Check & Salford reading assessment | S/F | information use to monitor and support pupils' progress, cohort attainment and wider outcomes | Small steps / ES Results put on B Squared Pupil Profile Schools spreadsheet | SMT Parents: Information shared within ARRT report. Teachers - understand national expectations and assess performance in the broader national context |

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| Term 4 | End of topic/unit Progress against small step targets: NC, Engagement steps, PSHE Internal Moderation of qualifications attached to Foundation Learning Packages | S S | information used to monitor and support pupils' progress, cohort attainment and wider outcomes | NC/ES Results put on B Squared | SMT/LMG - Assurance via monitoring Teachers - understand national expectations and assess performance in the broader national context |
| Term 5 | Progress against small step targets, Engagement steps, PSHE Phonics Check & Salford reading assessment | S/F | | Small steps / ES Results put on B Squared Pupil Profile Schools spreadsheet | SMT Teachers - understand national expectations and assess performance in the broader national context |
| Term 6 | End of year/topic/unit Progress against small step targets: NC, Engagement steps, PSHE Internal Moderation of qualifications attached to Foundation Learning Packages | S S | <ul style="list-style-type: none"> ● how secure a pupil was in their knowledge of the previous year's curriculum and how ready they are for progression ● information on levels of independence, confidence and attitudes to learning of pupils ● support for planning the following year's teaching ● information used to monitor and support pupils'/cohort progress | NC/ES Results put on B Squared | Pupils/parents - information on how pupils are performing in comparison to pupils nationally. how the school is performing in comparison to schools nationally Teachers - understand national expectations and assess performance in the broader national context SMT/LMG/Exec Bd - benchmark school's performance against other schools locally and nationally, and make judgements about effectiveness of the school |

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| | | | attainment and wider outcomes | | <p>Government - to hold school to account and to measure the impact of educational policy making.</p> <p>For Ofsted: making judgements about the school's performance and overall effectiveness</p> |
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