ALP NUNEATON

ASSESSMENT POLICY

Date Reviewed: September 2026



Contents **2**
The purposes and principles of assessment 3
Principles For Assessment 4
Forms of Assessment Used 4
Arrangements for ensuring competency and confidence in assessment by staff 7
Arrangements for the governance, management and evaluation of assessment 7
APPENDIX 1 - Assessment Procedures and Calendar 8

The purposes and principles of assessment

Ensuring assessment directly evaluates learners' knowledge and understanding of curriculum requirements helps to create a virtuous circle of teaching and assessment. Teachers assess learners' 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 learners' 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 learners' knowledge and understanding on a daily basis and to tailor teaching accordingly. Examples include question and answer sessions during class, live marking of learners work and regular short re-cap quizzes.

- In-school **summative assessment** which enables schools to evaluate how much a learner 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 the 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 learners 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, last updated in 2021) and embodies a pathway of progress and development for each learner.
- Assessment is appropriate, clearly stated and draws on a wide range of evidence to provide a complete picture of learner 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:
  - ➢ Learners in developing their learning;
  - ➢ Parents in supporting their children with their learning;
  - ➢ Staff in planning teaching and learning;
  - ➢ School Management and Local Governing 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 learners' achievement. It is based on the principle that learners 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 learners 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 learners and provides opportunity for thought and challenge;
- Identify those learners 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 learners, differentiating learning objectives where appropriate;

- Ensure learners 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 learners so that they are actively involved in the process;
- Encourage learners to evaluate their own work against success criteria based upon specific, key learning objectives
- Encourage learners to self-assess their own work against their own individual targets and learning objectives.
- Live mark work so that it is constructive and informative
- Assess all subjects half termly using a common format and make relevant comments about learners' progress, especially those working below or above the national average;
- Assess reading by everyday reading interventions with each 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.
- 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

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 learners 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 learners to identify where interventions may be required and to work with teachers to ensure learners 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 internal subject trackers.

- For pre-verbal/non-speaking learners we follow a 12 week assessment cycle in which we use a series of observations and formative assessment to ascertain a baseline.

- Use some standardised tests such as Salford Reading test and Number Age assessments.
- Use information stored to analyse the attainment and progress of each learner and discuss findings and outcomes monthly and at a half termly learner 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 that align to learners plans
- Set individual targets for learners and share information with SLT, Local Governing Board Group and Central Advisory Board.
- Work local schools, colleges and other schools in the ALP network 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 learners and individuals;
- Staff use the outcomes of assessments to summarise and analyse attainment and progress for their learners ;
- Staff use data to plan the learning for every learner to ensure they meet or exceed expectations;
- Staff and leaders analyse the data across the school to ensure that learners identified as vulnerable or at a particular risk at ALP Nuneaton are making progress and that all learners are suitably stretched;
- B Squared and internal trackers analysis to help analyse the attainment and progress of the learners and findings reported to parents and Local Governing Board for both academic and personal development such as engagement

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 including exam board invigilator training.
- Moderating meetings for all staff on assessments and progress are held Termly
- 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 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 learners' attitudes, motivation and self esteem.

At ALP Nuneaton we;

- Provide opportunities for two parent consultation evenings per year so that parents can discuss their child's attainment and progress and overall performance at school.
- Provide twice yearly written reports which include results of assessments and will give information relating to progress and attainment;
- Discuss learner progress at the request of parent/carer by appointment.
- The senior leadership team 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 learners 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
Entry (entry to ALP can be at any time of the year) Within the first 12 weeks	Collection of data from previous school where this is available. Then, a through baseline assessment which may include: • Monster Phonics check (phonic knowledge) • Salford Reading Assessment (Reading Age) • Number Screening Assessment (Number Age) • BSquared teacher assessment • Coordination check (Coordination skills) • FAST English & Maths Initial and Diagnostic Assessment	S & Stand.T	• 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 Whole school tracker	**Learners** – 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/LGB** - monitoring of cohort
Terms 1,2,3,4,5,6	Formative/AfL · Question and answer during class · Live marking of learners' work · Observational assessment including capturing evidence for learning against specific frameworks and subject tags · Regular short re-cap quizzes · Scanning work for learner attainment and development	F	• an integral part of teaching and learning • understand learner performance on a *continuing* basis identify when learners are struggling or ready to move on • identify support • evaluate teaching and plan future approaches	N/A but may be noted on lesson plans and/or learner profiles	**Learners** – understand their learning, progress towards targets and next steps **Parents** – informs parents of more detail about strengths and weaknesses **Teachers –** see Why column **SMT/LGB** –assurance via monitoring

	Assessment	Type	Why	How recorded	Reported to
Term 1	Progress against small step targets: , Steps 4 Life, Progression Steps, PSHE Tracking (Rainforest), Internal tracking such as - Engagement Tracking (Outdoor Learning), Post-16 Tracking Phonics check & Salford reading Assessment	S/F	• Track progress made against starting points	Small steps / ES Results put on B Squared Learner 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, Internal tracking such as - Steps 4 Life, Progression Steps, PSHE Tracking (Rainforest), Engagement Tracking (Outdoor Learning), Post-16 Tracking Internal Moderation of qualifications attached to Foundation Learning Packages	S S	information use to monitor and support learners' progress,cohort attainment and wider outcomes	NC/ES on B Squared	**SMT/LGB** –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: Steps 4 Life, Progression Steps, PSHE Tracking (Rainforest), Internal tracking such as - Engagement Tracking (Outdoor Learning), Post-16 Tracking Phonics Check & Salford reading assessment	S/F	information use to monitor and support learners' progress,cohort attainment and wider outcomes	Small steps / ES Results put on B Squared Learner Profile Schools spreadsheet	**SMT** **Parents:** Information shared within ARRRTT report. **Teachers -** understand national expectations and assess performance in the broader national context
Term 4	End of topic/unit Progress against small step targets: Steps 4 Life, Progression Steps, PSHE Tracking (Rainforest), Internal tracking such as - Engagement Tracking (Outdoor Learning), Post-16 Tracking Internal Moderation of qualifications attached to Foundation Learning Packages	S S	information used to monitor and support learners' progress,cohort attainment and wider outcomes	NC/ES Results put on B Squared	**SMT/LGB -** Assurance via monitoring **Teachers -** understand national expectations and assess performance in the broader national context

	Assessment	Type	Why	How recorded	Reported to
Term 5	Progress against small step targets: Steps 4 Life, Progression Steps, PSHE Tracking (Rainforest), Internal tracking such as - Engagement Tracking (Outdoor Learning), Post-16 Tracking Phonics Check & Salford reading assessment	S/F		Small steps / ES Results put on B Squared Learner Profile Schools spreadsheet	**SMT** **Teachers -** understand national expectations and assess performance in the broader national context
Term 6	End of year/topic/unit Internal and External Moderation of qualifications attached to Foundation Learning Packages and Vocational skills including ASDAN, NCFE, TLM NC, Steps 4 Life, Progression Steps, Internal tracking such as - PSHE Tracking (Rainforest), Engagement Tracking (Outdoor Learning), Post-16 Tracking	S S	• how secure a learner 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 learners • support for planning the following year's teaching • information used to monitor and support learners'/cohort progress attainment and wider outcomes	NC/ES Results put on B Squared	**Learners/parents** - information on how learners are performing in comparison to learners nationally. how the school is performing in comparison to schools nationally **Teachers -** understand national expectations and assess performance in the broader national context **SMT/LGB/CAB-** benchmark school's performance against other schools locally and nationally, and make judgements about effectiveness of the school **Government -** to hold school to account and to measure the impact of educational policy making. **For Ofsted:** making judgements about the school's performance and overall effectiveness