



Assessment Policy 2020- 2022



Date Reviewed:	September 2020
Review Frequency:	2 Years
Date of next review:	September 2022
Governor Signature:	

Our Ethos:

‘Everyone in our school community has a right to learn and grow, be treated with respect and feel safe. Each has a responsibility too to conduct themselves in a way that helps promote these rights helping us to ensure that we continue to develop a culture and ethos in which every person feels valued and knows how to value the contribution of others.’

South Somerset Partnership School (SSPS)

Assessment, Recording, Marking and Reporting Policy

Introduction

At South Somerset Partnership School, we believe that assessment, recording, marking and reporting are crucial to the learning process, recognising that assessment not only supports individual pupils in the achievement of his or her full learning potential, but also fosters the development of self-esteem and personal responsibility. Analysis of pupil data is regularly undertaken and allows us to set specific targets for all pupils.

Aims of the policy

- To provide clear guidelines on the approach of SSPS to assessment and reporting.
- To establish a consistent approach to assessment, recording, marking and reporting across all SSPS Centres.
- To provide a system that is clear to pupils, staff, management committee and other stakeholders
- To involve all stakeholders in the celebration of pupils' achievements.

Assessment

Assessment is a term that encompasses a wide range of activities, formal and informal, summative and formative. Summative assessment has traditionally tended to dominate teaching and assessment and has a place in providing a summary of achievement. However, there is research evidence to suggest that formative assessment, or Assessment for Learning (AfL), has a greater impact on motivation and attainment.

Aims of Assessment

- To identify whole school strengths and weaknesses, identify future priorities and set whole school targets.
- To meet all statutory requirements and ensure that teachers' records and assessments inform all relevant agencies/persons
- To facilitate more effective teaching and learning
- To progress standards of attainment and positive pupil attitudes
- To ensure assessments made by other professionals form an integral part of monitoring all areas of pupils' development
- To support curriculum planning and individual pupil target setting processes
- To ensure support and resources are directed to where they are most needed
- To monitor the outcomes of initiatives and interventions made, including Pupil Premium
- To encourage the involvement of pupils in planning and evaluating their work
- To motivate and increase pupils' levels of engagement and self esteem

Assessment on Entry

Academic Data:

- Pupils enter SSPS throughout the academic year and often arrive mid year. Prior assessment data is collected where possible from referring schools and baseline assessments are completed on entry including Cognitive Abilities Tests (CATS), teacher assessment and Wide Ranging Ability Testes (WRAT).
- During induction staff have an opportunity to talk to pupils about their prior experience of the curriculum area before making 'best fit' judgements on levels based on test results and teacher assessments.
- The induction process and the assessment data collected provide the information that enables us to provide each pupil with the most appropriate programme of study. Staff use the entry assessment data to draft **Pathway Plans** for every young person in the school.
- Social and Emotional Data is collected through the use of 'Thrive' and an individual action plan is completed for each student.

Recording and Tracking Pupil Data

Academic

- Grades: Pupils' current attainment levels and indicative grades are recorded termly in order to track progress. Pupils and parent/carers are kept informed about performance at the end of each term.
- Summative assessments – these include end of unit tests, mock exams, controlled assessments etc.
- Marking - when monitoring and assessing pupils' work, teachers give constructive oral or written feedback that acknowledges pupils' successes, clearly conveys what they need to improve and how best they can do so. Additional information of marking can be found in 'Guidance on Great Teaching and Learning'.
- Pupil Self-Assessment:. AfL practice aims to develop critical self-reflection in all of our pupils. Adults working in SSPS are expected to:
 - plan for peer assessment and self-assessment opportunities in lessons
 - explain the intended learning outcomes behind each task and how they relate to the learning objectives
 - provide pupils with clear success criteria that help them assess the quality of their work
 - train pupils over time to assess their own work and the work of others and develop an appropriate language to do so
 - frequently and consistently encourage pupils' reflection on their learning
 - guide pupils to identify their next steps.
- Peer Assessment: this can be through pupils being encouraged to evaluate the work of their peers, or to mark it against a given set of success criteria.
- Observation - observing pupils working e.g. group activities or computer work.
- Work Scrutiny - To facilitate assessment for learning, teaching staff regularly sample pupils' work. Content and levels are discussed with colleagues. This information may be used to support whole centre, and individual targets. Samples of pupils' work over time are retained to demonstrate evidence of progress in the core curriculums against initial assessments made. Contextual information is recorded as appropriate.

Attendance & Thrive

At SSPS we work hard to encourage young people to attend school, to assess and meet social and emotional needs. We do this using the 'Thrive' assessment framework. Thrive action plans are completed for all pupils (full and part time) and shared with staff.

Marking and Recording

Subject teachers and SLT monitor pupils' work. Work Scrutiny takes place termly and may involve the SLT, and Link Management Committee member. The quality of pupils' work is evaluated using agreed criteria and targets are set to enable centres to improve the consistency of delivery and outcomes. Written and non-written work should be evidenced where appropriate and assessed. Where applicable outcomes will have evidence of AfL.

As part of the teaching and learning process, descriptors for levels are discussed and examples analysed as a class and/or individually so that pupils are aware of what is required to achieve different levels and what they need to do to improve. Similarly, exemplar work may be used at KS4 to guide pupils.

The marking of pupils' work is an on-going process which measures effort, reviews the quality of outcomes, matches levels of ability and assesses attitudes to learning and the ability to work independently. Additional information on marking can be found in 'Guidance on Great Teaching and Learning'.

Work sampling and marking

Work sampling is the process by which a sample of pupils' work is collected and studied by teaching staff. Studying a collection of pupils' work across the subjects is a key tool in the school's pursuit of self-evaluation and improvement. It provides tangible and immediate evidence of how pupils are doing and enables staff to plan improvements with confidence.

Work sampling gives the school a solid understanding of its current strengths and areas for improvement; complementing understanding it already has from its data and from first-hand professional experience. It can also help to explain more precisely the judgements made by external inspection about achievement, progress and teaching. It can corroborate anecdotal impressions about trends and inform staff whether planned improvements have really worked.

Work sampling will be regularly carried out across the school. From these sampling sessions, clear ideas about the areas of strengths and areas for development can be identified.

Use of Data

Pupils' targets are set using the data collected throughout the assessment cycle. Teachers track individual pupils' progress and attitudes to learning before performance is analysed by SSPS SLT. Data and tracking is used to inform planning and to enable targeted interventions to improve

outcomes for individuals and groups. Pupil progress is reported to SSPS Statutory Management Committee and Area Management Group three times a year.

Expected progress in SSPS is judged as two points of progress over one year.
More than expected progress = or is more than one sub level (2 points) per term.

Evaluation of Planning

All curriculum planning is regularly reviewed. This process takes into account teachers' evaluations of the appropriateness of the learning objectives in meeting the needs of the pupils in each Key Stage.

School Self Evaluation

The school uses the SEF to guide its' monitoring of centre and whole school effectiveness and the effective deployment of human and material resources. The SDP reflects the outcomes of this process and identifies action needed.

Date of issue/revision:

Chair of Management Committee:

Headteacher:

Date: