



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

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

As an independent school we will adhere to the above legislation at all times and the policy will reflect this and how we plan to execute this so that teachers, students and parents all have clarity on current ability and targets.

3. Principles of assessment

Academic

- Have we clearly distinguished the different types of assessment and their purposes?
- Have we ensured that the aim of any assessment is not being confused by trying to use it for too many purposes?
- How can we achieve our assessment aims without adding unnecessarily to teachers' workload?
- What do we know about best practice in assessment in similar schools?

4. Assessment approaches

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

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment 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

- **Students** 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

At InspirED, we utilize a wide range of formative assessment tools to ensure we can ascertain student understanding so that we can plan accordingly. Included in our package of formative assessment is marking, verbal feedback, questioning, weekly quizzes and plenaries. Peer assessment is encouraged where possible to help build softer skills as well as subject based knowledge.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student 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
- **Students** 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

Students will be assessed prior to coming on roll to ascertain core skills. All students will be assessed through a selection of the following depending on individual needs/levels;

- BKSBS – Functional Skills in Maths and English
- Schnoll – Spelling
- SSRT – Reading Word and Comp.
- Toe by Toe – Reading word
- Access – Reading and Numeracy

Students will be assessed at three points throughout the academic year. The penultimate week of each term will be the 'assessment week'. Students will be assessed in their core skills as discussed above as well as across all vocational and academic subjects. The results will allow professionals to reflect on the impact from previous term's learning, catch up or interventions that need to be put in place and what the next term's learning needs to be.

4.3 Nationally standardised summative assessment

Nationally standardised 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 understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage (KS) 4, and AS levels, A-levels and other post-16 qualifications in KS5. Accreditation is through a range of providers including;

- Open Awards
- AQA
- Sports Leaders UK
- Duke of Edinburgh
- Kings Trust

5. Collecting and using data

At InspirED, as stated above, we collect data at the end of each term and that will be collated in our school data management system, the Head teacher and each individual teacher. The data will then be compiled into individual student reports before the end of the term.

These will be sent out to parents in preparation for parent's day. Parent's day will always be held on the first day of a new term to reflect on the previous term and set out the targets.

Subject teachers will be responsible for specific subjects across the school and form tutors/key workers will be responsible for core skill assessments and all results will be given to the SENCo to collate.

In the first week of the new term, school leaders will give feedback to all staff on the overall results and plans will be put in place to address any concerns that may be highlighted.

Teachers will be afforded two periods extra PPA in the final week of term to compile the reports and prepare for parents evening

6. Reporting to parents

Explain your school's approach here.

You should set out how assessment data will be reported to parents – for example, through annual reports, parents' evenings, and/or access to an online assessment system.

At InspirED, our termly/annual reports to parents must include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development. This will be highlighted through PDAM as well as subject based

- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher (see above)
- The pupil's attendance record,
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade
- Details of any vocational qualifications or credits towards any such qualifications gained
- Details of progress through PDAM
- Details of BfL points accumulated through the term/year

7. Inclusion

The principles of this assessment policy apply to all students, with a keen focus on those with special educational needs or disabilities.

Assessment will be used to analyse and evaluate the impact of teaching and learning and allow teachers to systematically plan for individual students. All students are identified with Special Educational Needs that are documented through EHCP or MSP. Data will allow for staff to view our graduated approach and potentially identify further unmet needs.

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 student 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

At InspirED, we fully understand the importance of equipping staff with appropriate training to ensure consistent and efficient delivery from all staff.

All staff will take part in annual CPD to review and modify the assessment policy. Through this mandatory session, all staff will be taken through the core skill assessment package and how to facilitate these.

InspirED will work closely with all the examination boards to ensure that key staff are equipped with adequate training to have the skills to complete set roles

The staff team will consist of an examinations officer, internal verifier and subject lead. This team will work closely with the head teacher to ensure all policies and processes are being adhered to.

9. Roles and responsibilities

9.1 Director

Directors 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
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

9.2 Lead teacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in all subjects and core skills
- 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
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

9.3 Subject Leads;

Subject leads are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

10. Monitoring

This policy will be reviewed annually by Director and/or Head teacher. At every review, the policy will be shared with the governing board when it is formed.

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

Head teacher will monitor the effectiveness of assessment practices across the school, through:

- Termly Quality Assurance (all IV are fully compliant and trained)
- Book scrutiny

- Learning walks/observations
- Data analysis (termly)

11. Links with other policies

This assessment policy is linked to:

➤ Curriculum policy