

Assessment for Learning Policy

Ratification Date: ___20/07/21_____

Signed: ___AJHawkins_____

Review Date: ___04/09/24_____

Date of next review: September 25

Version Control

Version	Date	Changes
1		Original
	July 23	Initial Review
1.1	Sept 23	Language change for consistency. Pupil to student; Attendance and attitude added to general aims section; Ascentis added to summative assessment section; Previous setting attendance added to baseline; Language change to data collection section; Language change in recording assessment section.
1.2	Sept 24	Reformat of document, no material changes



Review

This policy is reviewed annually to ensure compliance with current regulations. Approved and reviewed by The Board of Directors.

Key staff involved in Assessment for Learning monitoring:

Role	Name
Provision COO.	Dave Smith
Mathematics consultant.	Sam Forrester
English consultant.	Sarah Evans
Primary Intervention	Rachel Hatton

Assessment for Learning Policy

1.Introduction

Assessment is at the heart of the process of promoting our student's learning, progression and achievement. The main aim of assessment is to contribute to the process of teaching and learning, which helps all students to become more effective learners, thereby achieving accelerated progress.

1a. General Aims of Assessment

- To ensure outstanding academic and pastoral (attendance and attitude) progress for all student
- To assess, monitor and record students' progress and achievement and attainment
- To set students SMART targets for progress and improvement
- To acknowledge and celebrate students' progress and effort
- To develop student's confidence and self esteem
- To ensure consistency of approach

Liminal wants assessment to be:

- Simple
- Effective
- Manageable
- Understandable by students, parents, carers and staff
- A tool to raise standards for everyone

Assessing students' learning is one of the most important tasks a teacher undertakes. Assessment is fundamentally the responsibility of the class teacher. ensuring effective assessment is completed and recorded in accordance with Liminal policy.

Effective assessment provides:

For students:

- an understanding about what is being learnt, information about progress made
- feedback on areas of strength and areas for development, guidance about ways forward and celebrates what has been achieved.

For teachers:

- a range of information that forms the foundations of effective planning, rigorous target setting and suitable interventions for all students

For parents/carers:



- accurate information regarding their child's progress, achievements and attainment
- encourages and strengthens the home-provision partnership.

For others:

- relevant information to assist employers, other educational establishments, etc.
- Successful assessment helps to promote the partnership between students, teachers, parents/carers and the community.

1b. Types of Assessment at Liminal

Diagnostic assessment:

This is assessment that is used to provide specific information relating to a student's strengths and areas for development. It gives evidence of the present position in a student's learning. It is then important that staff utilise this information to accelerate student progress.

Formative assessment:

This is assessment **FOR** learning. It takes place on a lesson to lesson basis. Evidence is gathered from a variety of sources including questioning in the classroom, marking of classwork, setting and marking homework, where appropriate, setting and marking of tests. Formative assessment gathers evidence to influence further teaching and to meet the student's needs,

Ipsative assessment:

This is when a student's performance is compared with their own earlier performance, with a view to determining whether progress has been made over time. For example, the same test prior to and after undertaking a unit of work, keeping track of how a student's average performance or overall grade averages changes as they progress through the entire course. The benchmark against which any change in performance is measured is the student's own performance and not the performance of other students.

Summative assessment:

This is the assessment **OF** learning.

At Liminal it includes:

- formal assessments (for example mock exams)
- Baseline assessments using BKSb package
- reporting to parents
- end of Key Stage 3 teacher assessment
- reintegration assessment (e.g. Readiness for School Scales)



- Key Stage 4 assessments – Ascentis and other accredited qualifications.

2. Induction Procedures

Induction Baseline Assessments

- Maths and English (BKSB)
- Baseline assessments in 'Readiness for School Scales'
- Previous setting attendance
- Baselines generated are triangulated with other relevant information (e.g. assessment information from Exit School and historical academic achievement)

Target setting

Key Stage 3

- By the end of week one all baselines to have been completed.
- All relevant information will have been gained from previous education setting.
- Baseline information recorded and targets set.

Key Stage 4

- By the end of week one all baselines to have been completed.
- All relevant information will have been gained from previous education setting
- Baseline information recorded and targets set.

3. Six Weekly Data Collection

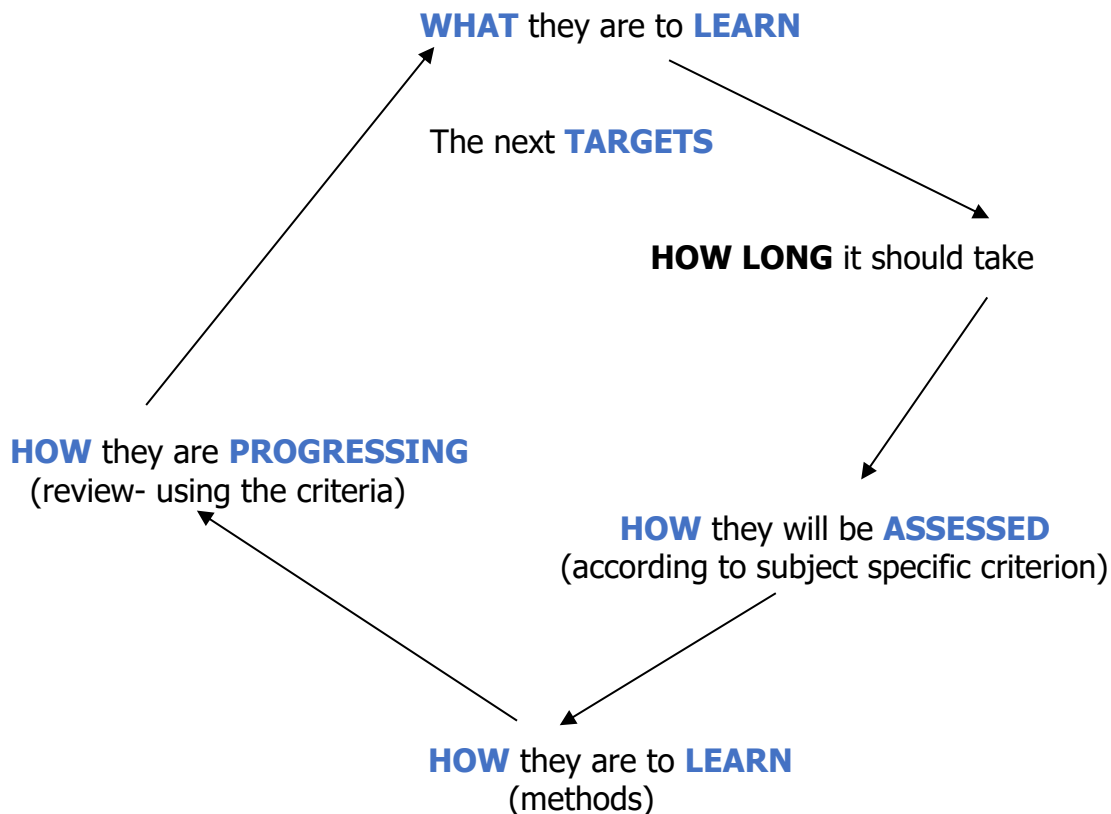
- Teaching staff to complete progress tracker and also complete progress review pro-formas that include attitude and attendance information to discuss outcomes.
- CEO and COO to monitor

Ensuring Accountability

- Formal meetings between CEO/COO and their teaching staff to discuss outcomes and interventions
- Completion of in-depth review with personalised outcomes and interventions for all students
- Formal meeting of CEO and COO to prioritise future actions

4. The Learning Cycle

Learners need to know:



Planning for Assessment for Learning in the Curriculum

All assessment for learning should be planned and this should take place in the following order:

- Know the key learning objectives to assess and identify agreed success criteria
- Be aware of students' prior achievement
- SEN information
- Be aware of the students' learning style
- Plan appropriate assessment tasks or activities
- Plan learning activities which will be carried out with the students to achieve the learning objectives
- Plan for literacy and numeracy opportunities
- Plan for ICT opportunities
- Plan links for Social, Moral, Spiritual, Cultural
- Plan links for Fundamental British Values
- Share with the students what they are going to learn, the timescale, and how they will be judged



- Appropriate teaching and learning activities
- Assessment activity
- Learning marked in line with the marking policy and assessment transferred to mark book
- Feedback to students

5. Home Learning

Appropriate home learning can be a vital part of the learning process. Liminal believes that appropriate consolidation and extension work for an individual student set as home learning can be an essential part of students' learning

The purpose of academic and pastoral home learning is:

- to raise student achievement by providing further challenge
- to consolidate and reinforce students' skills, knowledge, and understanding
- to develop in students, the confidence and self-discipline which will enable them to take responsibility for their own learning
- to extend provision learning
- to prepare students for the transition to the next stage of their learning journey
- to develop an effective partnership between the provision and home

Planning

- when set, home learning will be an integral part of curriculum planning for the individual student
- the task is matched to the ability of the student
- the task matches the context of a specific topic or subject
- reasonable time for its completion
- home learning is marked in line with Liminal's marking and feedback policy (see marking and feedback policy)
- home learning provides feedback to students on their progress

6. Recording Assessment

Formal assessments to measure progress need to be completed and recorded on a regular basis. This is recorded as a functional skills level. At least each term or when a student leaves a BKS B progress test will be used to measure progress in maths and English. Teacher assessment will be used to measure progress in other subjects.

7. Student Reviews

Students are reviewed on a rolling programme.



Reviews will take place at least once each half term . During the reviews pastoral and academic progress to date will be discussed as well as future targets.

8. Marking

Marking is an important element of teaching and learning and assessment of it. Marking is written feedback in exercise books, folders, verbal feedback and any other means at staff's disposal to provide information to pupils about performance and progress in its widest form. The overall aim of marking students' work is to raise the standards of each student's achievement and accelerate their progression.

Also refer to our Marking and Feedback Policy.

9. Moderation

Moderation is used to ensure accuracy in judgements and is led by the CEO COO. Internal moderation takes place following all assessments. Links with outstanding Secondary Schools, Teaching Schools and Specialist leaders in Education have been established to facilitate external moderation. At Key Stage 4 examination Awarding Bodies also provide a source of external moderation for those courses with internally assessed components.

10. Continuous Professional Development

Liminal is committed to the CPD of its entire staff so that they can develop and improve their knowledge and skills. It is essential that all feel secure in making accurate, professional decisions in assessment. Staff are encouraged to identify areas in which they feel they may benefit from further training. Such training may be provided via mentoring and coaching as well as attendance on courses and moderation internally and with host schools

11. Annual Reporting Process

Annual reports will be presented to the Board of governors in the Autumn Term detailing the previous academic years outcomes.

12. Monitoring, Evaluation and Review of policy

It is the responsibility of the COO to oversee and organise the monitoring and evaluation of this policy, in the context of the overall provision plans for monitoring.

The Board of Directors is responsible for overseeing, reviewing and organising the revision of this policy.