ASSESSMENT POLICY

Introduction

At PHOENIXPLACE, assessment will not be a singular activity; it is both about the measurement of performance at a given point in time and an on-going process of gaining information to promote future learning.

Two types of assessment are identified and used in the school. These are:

- **Assessment for Learning and**
- **Assessment of Learning**

Assessment for Learning (Formative)

➢ Assessment for Learning helps to identify the next steps needed to make progress. It takes account of students' strengths as well as development needs.
➢ Assessment for Learning essentially promotes future learning.

Assessment of Learning (Summative)

➢ Assessment of Learning is more associated with judgements based on scores or levels for statutory or summative purposes.
➢ Assessment of Learning describes and labels past learning.

These two types of assessment activities are considered mutually exclusive in practice. Both are essential in raising standards and should be used in all classes within the school.

Objectives

Good assessment practice at PHOENIXPLACE will:

- raise standards of attainment and behaviour, and improve student attitudes and response

- enable the active involvement of students in their own learning by providing effective written & oral feedback which closes the gap between present performance and future standards required

- promote student self-esteem through a shared understanding of the learning process and the routes to improvement

- build on secure teacher knowledge of the linguistic and cultural background of students

- guide and support the teacher as planner, provider and evaluator

- enable the teacher to adjust teaching to take account of assessment information and to focus on how students learn

- draw upon as wide a range of evidence as possible using a variety of assessment activities

- track student performance and in particular identify those students at risk of underachievement

- provide information which can be used by teachers and the Head Teacher as they plan for individual students and cohorts

- provide information which can be used by parents or carers to understand their child's strengths, developmental needs and progress

- provide information which can be used by other interested parties

- provide information which can be used to evaluate the school's performance against its own previous attainment over time and against national standards

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ASSESSMENT FOR LEARNING:

Purposes

Assessment for Learning will:
- ➢ Provide insight into students' learning for both students and teachers
- ➢ Promote success for all
- ➢ Support the target-setting process
- ➢ Enable continuous reflection on what students know now and what they need to know next
- ➢ Measure what is valued
- ➢ Promote immediate intervention and link judgements to learning objectives
- ➢ Raise standards
- ➢ Build resilience

Implications for teaching

The teacher will:

- ➢ Provide continuous oral, written feedback that is positive and guiding which identifies strengths and the next step for improvement
- ➢ Promote student involvement in self-assessment
- ➢ Act on insights gained to inform curricular targets
- ➢ Plan against what students know/can do/understand
- ➢ Make standards and objectives explicit to students
- ➢ Promote inclusion by attending to all students' learning needs, particularly for students who are at risk of underachievement
- ➢ Engage students in rich questioning allowing 'wait' time (time to think)
- ➢ Promote independent enquiry and learning

Impact on learning and the learner

The student will:

- ➢ Know what to do to improve
- ➢ Know what standards are required
- ➢ Know what has been achieved against known success criteria and what to do next
- ➢ Gain confidence, motivation and self-esteem as a learner and enjoy learning
- ➢ Increase their awareness and understanding of their own learning style(s) and of how they learn best
- ➢ Improve their own self-evaluation skills
- ➢ Make progress

Issues for management

Managers will:

- ➢ Ensure responsibilities are clear in relation to assessment activities
- ➢ Make arrangements to monitor the progress of individual students and diverse student groups
- ➢ Monitor the quality of teacher assessment, particularly through oral interaction in class
- ➢ Keep parents/carers informed and involved
- ➢ Use assessment information to inform the school plan and identify learning and training needs, including taking account of diversity and the promotion of race equality
- ➢ Monitor marking and feedback to students
- ➢ Regular lesson observations (including peer observations)

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Assessment for Learning: The focus relies heavily on talk involving students in journey

Assessment Methods	Teaching Methods	Evidenced by
Observation Discussion about work in progress Questioning to prompt new thinking Questioning to check understanding Feedback to: - specify attainment - identify difficulties - specify improvement - construct achievement - constructing a shared way forward - identify curricular targets	- Sharing learning intentions - Questioning - Modelling - Scaffolding - Demonstrating - Explaining - Differentiation - Shared criteria for next step - Shared involvement in and construction of activity - Guided tasks - Independent working - Collaborative working and - Qualitative recording - Routines for student self-evaluation - Coaching	- Reflection - Drafting - Profiling - Revisiting - Revising - Exploration - Editing - Interaction and collaboration - Talk - Students' designing own tasks - Students' self-evaluation - Students' improved self-esteem

ASSESSMENT OF LEARNING:

Purposes

Assessment of learning will:
- ➢ Provide a summary judgement about what has been learned at a specific point in time
- ➢ Establish national benchmarks about what children can do and about school performance
- ➢ Show what students can do without support
- ➢ Inform the target setting process
- ➢ Hold the school to public account
- ➢ Promote subsequent intervention(s)

Implications for teaching

The teacher will:
- ➢ Provide a periodic summary through teacher assessment and tests
- ➢ Identify gaps in students' knowledge and understanding
- ➢ Identify gaps in the taught curriculum and in specific areas of learning through analysis of performance which guide future planning
- ➢ Implement strategies/interventions to accelerate progress to meet local and national expectations (narrowing the gap)
- ➢ Mark and measure against scores and levels

Impact on learning and the learner

The student will:
- ➢ Be able to gauge own performance in comparison to others and against previous performance
- ➢ Be able to measure own performance against externally agreed criteria and standards
- ➢ Have a measure of performance at specific milestones in life
- ➢ Know what standards and expectations are required
- ➢ Know what level they are and at what level they need to progress to

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Issues for management

Managers will:

- ➢ Ensure responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements
- ➢ Monitor the delivered curriculum
- ➢ Provide, use and analyse data to promote public scrutiny, enable external accountability and raise attainment
- ➢ Keep parents/carers informed and involved
- ➢ Use assessment information to inform the school plan and identify learning and training needs
- ➢ Monitor the impact of the planned curriculum and compare performance across different subjects

Assessment of Learning: This is heavily product focused, being written, recorded, performed

Assessment Methods	Teaching Method	Evidenced by
Testing Statutory Assessments Marking to: - Express approval/improvements - Grade - Rank - Guide Time limited tasks Closed tasks Formulated tasks	- Preparation and rehearsals - Drilling - Questioning - Practice opportunities - Routine testing - Revision - Test techniques - Timed activities - Independent working - Undifferentiated task - Tiered task/tests - Quantitative recording	_ Finished product _ Student's own work, including speaking and listening (i.e. assessment of oral competence) _ Results

The use of record keeping supporting effective use of assessment

Record keeping should be an effective and efficient means of promoting and monitoring student progress. It should support the teacher or support staff to:

1. Identify learning needs
2. Support summative judgements

At PHOENIXPLACE we will use the following methods of record keeping to support assessment for learning and assessment of learning. These set a minimum level of records to be kept.

Assessment for Learning	Assessment of Learning
- Focused observations of learning - Student target setting sheets - Written and verbal feedback to students' learning - Teacher annotations on planning, both medium and short term plans - Displays focusing on learning progress or skills - Student self-assessment and peer assessment - 3 point data tracking	- Termly reports to parents /carers - Samples of work (annotated and levelled) - Test results, both statutory and non-statutory - Moderation exercises - Any additional records found useful by teacher - 3 point data tracking

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ASSESSMENT ACTIVITY

PERIOD		ASSESSMENT ACTIVITY	WHO?
Ongoing		Baseline Testing in Numeracy and Literacy (Online test NGRT)	All students complete a baseline test before start date
Autumn 1	October	**Data Point 1** Progress check report (sent to parents)	All students
Autumn 2	December	**Data point 2** Progress Test in English (PTE) English end of unit assessment Progress Test in Maths (PTM) Maths end of unit assessment KS4 Mock tests in GCSE/Functional skills	All students KS4 students
Spring 1	February	**Data Point 3** Progress check report (sent to parents)	All students
Spring 2	April	**Data Point 4** Progress Test in English (PTE) English end of unit assessment Progress Test in Maths (PTM) Maths end of unit assessment KS4 Mock tests in GCSE/Functional skills	All students KS4 students
Summer 1	May	**Data Point 5** Progress check report (sent to parents)	All students
Summer 2	July	**Data Point 6** Progress Test in English (PTE) English end of unit assessment Progress Test in Maths (PTM) Maths end of unit assessment Literacy (Online test NGRT)	All students All students
END OF SCHOOL YEAR			

Students who start school towards the ending of any term will be assessed according to the next assessment cycle or a short report submitted.

This policy can be read in conjunction with
- Curriculum Policy
- Marking Policy