PHOENIX PLACE

Assessment Policy

Independent School Standards:
Part 1: Paragraphs: 3d, 3g

Policy content includes information regarding:

- Assessment for Learning
- Assessment of Learning
- Annual assessment schedule

Last Review:	September 2021
Latest Update:	July 2022
Reviewed:	Annually

ASSESSMENT POLICY

INTRODUCTION

All types of assessment in the school will work to:

- raise standards of attainment and progress
- track student progress and in particular identify those students at risk of underachievement
- promote student ownership and self-esteem through a shared understanding of the learning process and the routes to improvement
- draw upon as wide a range of evidence as possible using a variety of assessment activities

We understand the limitations of assessment and don't use assessment in a way that creates unnecessary burdens on staff or pupils.

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

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

ASSESSMENT FOR LEARNING (FORMATIVE)

- → Assessment for Learning promotes future learning by helping to identify the next steps needed to make progress.

Purposes
Assessment for Learning will:
- → Provide insight into students' learning for both students and teachers
- → Enable the teacher to adjust teaching accordingly
- → Promote immediate intervention
- → Support the target-setting process

Implications for teaching
The teacher will:
- → Provide continuous oral and 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

Impact on learning and the learner
The student will:

- → Know what has been achieved against known success criteria and what to do next
- → Know what to do to improve
- → Know what standards are required
- → Gain confidence, motivation and self-esteem as a learner
- → Improve their own self-evaluation skills

ASSESSMENT POLICY

Issues for management

Managers will:

- → Ensure responsibilities are clear in relation to assessment activities
- → Monitor and support the quality of teacher assessment through regular lesson observations and marking scrutinities
- → Use assessment information to inform the school plan and identify learning and training needs
- → Keep parents/carers/other stakeholders informed and involved
- → Monitor marking and feedback to students (see 'Marking Policy' for more information)

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

Assessment Methods	Evidenced by
Observation Short-answer quizzes Sorting exercises True/false activities Questioning Multiple choice questions Exit tickets	Work in books Progress over time Students' self-evaluation Lesson observations Edited lesson plans/schemes of work to reflect changes required

ASSESSMENT OF LEARNING (SUMMATIVE)

- → Assessment of Learning is associated with judgements based on scores or levels for statutory or summative purposes.

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)
- → 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

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 within education
- → Know what standards and expectations are required
- → Know what level they are and at what level they need to progress to

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
- → 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 *(All independent)*	Evidenced by
More formal testing Testing linked closely to final goal (e.g. mock GCSE exam) Statutory Assessments Marking to Grade Time limited tasks	Finished product Grade/Mark/Results Reports to Parents/Carers/Other stake-holders

The use of record keeping supporting effective use of assessment

At PHOENIXPLACE, we will use the following methods of record keeping to support assessment for learning and assessment of learning.

Assessment for Learning	Assessment of Learning
Written and verbal feedback to students' learning Student target setting sheets Teacher annotations on planning, both medium and short term plans Student self-assessment and peer assessment	Test results, both statutory and non-statutory Termly reports to parents /carers Moderation exercises Any additional records found useful by teacher

ASSESSMENT SCHEDULE

GL assessments

New full time students will be assessed using baseline assessments in English, Maths, reading and spelling within the first 6 weeks of entry. These assessments will then be taken at the end of each year or when the student leaves the school. Dual registered (short term placements) may not complete baseline assessments depending on reintegration plans.

ASSESSMENT POLICY

Subject lead assessments

Mock exams, and end of unit assessment will be arranged by subject leads either half termly and/or termly. They will be communicated with parents as necessary so parents can support pupils in preparing for these.

PERIOD		ASSESSMENT ACTIVITY	WHO?
Ongoing		Baseline Testing in English, Maths, reading and spelling on entry (within 6 weeks of students admission)	New full time students or long term Dual Registered Students
Autumn 1	October	**Data Point 1** Progress check reports (short reports)	All students
Autumn 2	December	**Data point 2** End of term reports (students will complete classroom assessments where applicable) End of unit assessments Mock Exams	All students All students Year 11
Spring 1	February	**Data Point 3** Progress check reports (short reports)	All students
Spring 2	April	**Data Point 4** End of term reports (students will complete classroom assessments where applicable) End of unit assessments Mock Exams	All students All students Year 11
Summer 2	End of June/July	**Data Point 5** End of year assessment in English, Maths, reading and spelling End of unit assessments End of year reports	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