

## Policies and Guidance – Assessment

<b>Policy Title:</b>	<b>Assessment</b>
<b>Why we write policies:</b>	<i>The Thriving Small Business</i> wrote <i>7 Reasons to Writing Business Policies and Procedures</i> , identifying these as, <i>Articulation of Required Steps, Performance Measures, Process Consistency, Serve as a Training Tool, Incorporates Worker Experience, Training Refresher, Foundation for Process Improvement</i> . Whilst we agree with the points they identify, we also see them as so much more. Our policies are the reflection of who we are as an organisation, what we are collectively striving for and how we aim to achieve those goals. None of our policies are written in isolation and should be read in conjunction with one another. If you see any areas where our policies could better represent who we are, or could be developed to support achieving our objectives please let us know.
<b>Why we wrote this one:</b>	At The View School we believe that assessment lies at the heart of outstanding pedagogy empowering students to reach their targets and achieve success. Assessment supports the students learning and improves attainment through effective feedback showing the student how further progress can be made.
<b>Who wrote this? :</b>	Rebecca Vincent, Deputy Head
<b>Who reviewed this? :</b>	Every policy is reviewed by the Senior Leadership Team and a professional from the advisory group.
<b>How do we know this stuff? :</b>	<a href="https://thethrivingsmallbusiness.com/7-advantages-to-writing-business-policies-and-procedures/">https://thethrivingsmallbusiness.com/7-advantages-to-writing-business-policies-and-procedures/</a> ,Children and Families Act 2014, SEND Code of Practice 2015,
<b>When did we write this? :</b>	October 2021, Version 4
<b>When are we checking it? :</b>	September 2022
<b>Where else can I read this? :</b>	theviewschool.org, The school office
<b>Our approach:</b>	<p>The structure of the school, our environment, our approach and our curriculum are all focused on supporting our learners on achieving their academic and personal goals.</p> <p>We challenge our students, supporting them in having positive educational and life experiences. Our aim is for our young people to have the aptitude and skills to enable successful</p>

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future outcomes, being effective contributors in all aspects of their lives.

### Policy Rationale:

At The View School, assessment supports learning through:

- Knowing what each student is capable of (cognitive ability and academic potential)
- Knowing the skills and knowledge that each student is already competent and successful at
- Identifying the area of need for each student to ensure provision of appropriate intervention that supports progress
- Providing clear information to students about what they have done well and what they need to improve

These aspects of assessment information create a dynamic learning profile for each student that, supported by teaching pedagogy, provides appropriate lesson planning to ensure each student achieves their targets.

The purpose of our assessment policy is to provide a clear statement to parents, governors, staff and students of:

- Why students are assessed
- What is assessed and how it is measured
- The different ways that assessment is carried out
- How assessment information will be collected shared and used to support student progress
- How assessment information will be reported

### Aim and Expectations:

Assessment at The View School will

1. Assess each student's academic potential so that they have challenging targets.
2. Include effective formative and summative assessment that provides robust evidence of learning.
3. Incorporate clear assessment points that provide evidence of the progress in learning.
4. Be carried out accurately, competently and confidently and include the processes of moderation, standardisation and benchmarking. *Whilst assessment practices might differ between subjects due to subject-specific requirements the measured outcomes will be robust and accurate.*

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5. Provide feedback on learning that is clear to the student and informs them of what they have done well and also what they need to improve so that they can move-on in their learning.
6. Provide data to inform lesson planning in order to ensure that each student is provided with appropriate learning activities that include opportunities for challenge in their learning.
7. Provide clear information to parents/carers about the progress of their child.
8. Provide data to School Leadership so that necessary interventions and training can be introduced to support improvement in teaching and learning and student progress.

It is expected that staff and school leaders ensure that these aims are embedded in all teaching and learning processes throughout the school.

### **Monitoring of Assessment Policy:**

The implementation of the policy will be monitored by the Senior Leadership Team and reviewed at the end of the academic year to evaluate the strengths of the school's assessment and the areas for further improvement.

Teachers will take responsibility for implementing the policy within their teaching and will report in turn to the Senior Leadership Team.

### **Types of Assessment:**

At The View School each students' learning is assessed in two ways:

#### **1. Formative assessment:**

Formative assessment plays a critical role in monitoring student progress and ensuring that high quality teaching and learning can take place. Without high quality assessment and feedback excellent learning cannot take place, as it is impossible for the teacher to meet the students' needs or for the student to understand how to improve. Various forms of assessment are used to ensure that students make progress. At The View School, there is no one-size- fits-all approach to what constitutes

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excellent assessment and feedback. The Senior Leadership Team and teachers decide what methods are appropriate for the specific demands of their subject and cohort of students.

During reflection sessions students receive their feedback. Teachers acknowledge how the assessment is evidence of how a student has met aspects of the assessment criteria; they also highlight learning gaps that need to be addressed and set follow-up tasks to close these gaps. It is expected that once the teacher collates this data, they will evaluate if students have mastered the desired content and consider how they will adapt the next learning sequence to take into account any gaps in learning that may be evident. Coupled with this, data is used to make a judgement about students' overall progress. This judgement is reported to students and parents to share whether they are making expected or accelerated progress or, in some cases, if they are at risk of not making expected progress.

All teachers are responsible for looking at their class data and highlighting underachieving students and deciding on suitable interventions. They must input their data onto the school's data system, according to the assessment data calendar, to support Senior Leadership in accurate data analysis.

### **2. Summative assessment**

This is assessment of learning that takes place at the end of a unit of work or at the end of a term/year. It is undertaken as a formal exam conducted in examination conditions appropriate for the student. The assessment measures students' knowledge, understanding and skills for topics studied within a unit of work or topics across a term/year. Students are given opportunities to revise in preparation for the assessment. The assessments are designed to reflect the assessment objectives of GCSEs. At The View School there are three summative assessment points occurring across the academic year: December, March and July. At these assessment points, all students in the school are assessed in order to measure their learning of the topics studied and to measure progress from the previous assessment point. Attainment at each assessment point is also tracked against the students target grade and progress from entry to the school.

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Summative assessments are marked with reference to GCSE success criteria. At KS3 for all students other than the very able, the grade focus is on grades 1-5. The very able students have target grades above this. Anticipated content for these grades is agreed from GCSE content and skills. Marking of assessments at all key stages follows a discussion of standardisation of marking against the success criteria for the assessment. Reports are issued to parents after each of the summative assessment points (see reporting).

### Additional Baseline Measures

In addition to formative and summative assessments Standardised Assessments are also used at The View School. The academic potential of students at The View School is measured through nationally standardised summative assessments such as the KS2 National Tests. These provide end of KS2 data on students' reading, writing, Maths and grammar. These standardised assessments provide data on each students' academic potential for Key Stage 3 and Key Stage 4. Equally the GCSE exam results at the end of KS4 provide nationally standardised results that allow target setting for Key Stage 5.

### Using assessment data to inform lesson planning (dynamic learning profiles):

Data on students' prior attainment and reading age is provided for all teaching staff. This is provided with the intention of all staff having the required information to plan appropriate and accessible learning activities that engage students and increase rates of progress. The information for each teaching class also includes the students' expected GCSE grade and end of year target. Also, contextual information such as EAL, PP, and SEN is provided.

### Target Setting:

While targets will be set with KS2 data being reviewed, they will be realistic and of a high expectation taking in to account each student's individual needs and educational background. Targets will be set weekly within reflection sessions as a joint process between staff and students. They will be set in a SMART way and will include all areas of their learning they are undertaking.

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**Reporting to Parents:**

The View School believes that the most effective way to support the education of our students is through close links with parents. The partnership with home is vital to the success of the students' outcomes.

Information on targets and tracking is made available to parents through termly reports and parents are encouraged to interact with teachers in the interim periods to better understand their child's education and support them effectively.

**We are always learning:**

Our policies are ever evolving and are reviewed and developed accordingly. If you have any suggestions, complaints or complements please let us know.