A blue rectangle with a light bulb and a graduation cap

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Pupil Assessment Policy

**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

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

This policy complies with our funding agreement and articles of association.

**Principles of assessment**

Assessment reflects the formal and informal judgements made by teachers and students about standards of work, and is measured, where appropriate, against nationally agreed criteria.

Formative, diagnostic assessment is used throughout the year to inform teaching and learning and identify any areas for improvement.

Summative assessment is used to evaluate learning and progress by awarding an attainment

mark, grade or outcome to a student.

We believe that this policy will enable us to assess student progress in a coherent and consistent way and facilitate higher achievement for students across all levels of ability.

Feedback in all of its forms underpins our assessment policy in order that all of our pupils know and understand the progress they are making and what their next steps are to continue to improve. It will also inform staff as to where there are gaps in students’ knowledge and understanding.

Our assessments focus on how well our pupils know the Key Knowledge that has been defined in each subject.

* Key Knowledge is defined in Y7 and Y8 to ensure that all our children are taught what is important for them to be able to acquire the defined Key Knowledge at the end of Key Stage 3.
* Year 9 - key knowledge that each child needs to know, be able to apply and demonstrate confidently in that subject to progress on to KS4 and the study towards GCSEs or BTECs/Tech Awards.
* We follow our School Curriculum Plan when defining Key Knowledge, taking into account our unique area and reflecting the needs and aspirations of all of our pupils.
* At KS4 the Key Knowledge required is defined using the specifications for the GCSE, or Vocational qualifications. We ensure that this reflects our pursuit of excellence and that it places emphasis on areas of the specifications which have perhaps seen underperformance either nationally or in our own centre.

**Assessment approaches**

At Refresh Education, we see assessment in all of its forms 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.

All forms of assessment are built to assess the degree to which a pupil has grasped the key knowledge that has been defined as being essential within that subject, that year.

*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
* Pupils 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

Formative assessment takes a range of forms:

* Low Stakes Testing

Low stakes testing is effective in enabling us to gauge whether or not key knowledge from previous lessons has been retained, and where there are any misunderstandings or misconceptions either in the class as a whole or in individual pupils. They take place at the start of lessons, with pupils using their whiteboards to record answers for their teacher to feed back on. Low stakes testing can also occur at any point in the lesson to enable the teacher to gauge the retention of key knowledge before moving on.

* Targeted Questioning

Questioning is a very important part of how we assess the effectiveness of learning in the classroom. Throughout every lesson, teachers will direct carefully constructed questions to individual pupils across the class with responses informing teaching that lesson or next, or highlighting where additional individual support maybe needed. This is especially important when used to complement low-stakes testing, perhaps to check whether misconceptions apparent earlier in a lesson have been addressed.

* Peer Marking

This is routine expectation within a sequence of lessons and will enable pupils to review a partner’s learning in order to reflect on their own. The process of articulating a concept or skill to a partner supports the transfer of knowledge from the short term to the long-term memory. Again, this is a strategy designed to encourage independent learning and foster a sense of scholastic excellence.

* In– class completed work

Staff will mark all student written work at the end of every school day, or during the lesson where appropriate using the marking guide provided. This allows students to see their progress over a period of time and addresses gaps in learning immediately

*In-school summative assessment*

Effective in-school 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 evaluate learning at the end of a unit or period and the impact of their own teaching
* Pupils 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

*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 4

All students in year 11 will be entered for Edexcel GCSE Maths & English Language.

All students in KS4 will be offered a choice of 2 Edexcel BTEC Level 2 subjects per year, with a maximum of 4 over KS4.

**Collecting and using data**

We will record data from in-class assessments on a central management information system. This data is used for analysing in order to gauge progress and areas for development and is shared once per term with parents.

Data is collected once onto a markbook which is then managed by the management team to create reports and analysis.

*Reporting to parents*

Parents will receive a report twice a year, at the end of the first and third terms. This report will give information about attainment against key knowledge and what they need to do to address gaps in their knowledge or understanding – their strengths and areas for development.

In addition to this, parents will receive Attitude to Learning (ATL) grades for each subject, based on a 1-4 score, and information about attendance in school.

• Attendance will highlight

o The total number of possible attendances for that pupil, and

o The total number of unauthorised absences for that pupil, expressed as a

percentage of the possible attendances

ATL will be graded as below:

|  |  |
| --- | --- |
| Outstanding -A sustained positive attitude and curiosity for learning. Care is taken with presentation of work and responds positively to challenges and shows resilience. |  |
| Focussed - Shows engagement and hard work on a regular basis. Engages positively with others and contributes well in class discussions |  |
| Reluctant – Shows initial disengagement to work and often requires some encouragement to complete tasks set in class. |  |

*Inclusion*

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils’ special educational needs and any requirements for support and intervention.

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 pupil 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.

*Training*

Teachers will be kept up to date with developments in assessment practice, and will be able to develop and improve their practice on a regular basis through a coordinated programme of CPD. This takes place throughout the year and includes:

- Initial INSET in September of each year

- Weekly dedicated CPD time

- Half termly staff meeting

All of our teachers are encouraged to examine externally in order to develop both their awareness of assessment and approaches to teaching and learning.

**Roles and responsibilities**

*Teachers*

Teachers are responsible for following the assessment procedures outlined in this policy.

**This Policy should be read in conjunction with the Curriculum Policy**

**Policy Renewal : Annually**

**Next Review: January 2025**