



ASSESSMENT POLICY

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1. 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

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Student Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of Assessment

At Heath Farm School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4. Assessment Approaches

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- **Students** 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.

The school provides regular feedback to each student across all curriculum areas as outlined in the Marking and Feedback Policy.

Formative assessment is teacher led and outcomes are frequently updated both on Solar and within the students Maths, English and Science exercise books. Assessments statements within the exercise books are reflected within the Solar assessment package.

Students are actively encouraged to self-assess and respond to marking and feedback either verbally or in purple pen.

The Solar assessment framework has been heavily influenced by the National Curriculum 2014 and includes statements ranging from EYFS to the end of KS4 across all three strands of the curriculum, including wellbeing and skills. It is reflective of age related expectations as outlined in the Assessment Level Overview document.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students 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.
- **Students** 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.
- Summative assessments are completed three times a year within class groupings. They are used to demonstrate improvements over a longer duration and in conjunction with teacher assessments they are utilised to inform future learning and consolidate outcomes.

- Summative assessments outcomes are cross referenced with Solar statements and correlate with assessment framework statements.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment.
- **Teachers** to understand national expectations and assess their own performance in the broader national context.
- **Students** to achieve the best possible outcomes to enable them to proceed through an accreditation pathway from KS3 onwards and throughout Post 16.
- **Students and parents** to understand how students are performing in comparison to students nationally.
- **Summative assessments include a range of formal accreditations including City and Guilds, ASDAN, GCSE's, Functional Skills and Entry Level qualifications.** Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

5. Collecting and using data

Data will be uploaded onto Solar on an ongoing basis in preparation for the three Pupil Progress Meetings held throughout the school year. Pupil Progress Meetings are scheduled as part of the yearly monitoring cycle, identifying gaps and areas of focus across all three, equally weighted areas of the curriculum: Love, Commitment and Opportunity (wellbeing, Academic and skills).

Data collection will enable thorough and robust assessment information to be included within the Student Passports, thus identifying the current progress outcomes and tracking against predicted targets.

6. Reporting to parents

Heath Farm School provides written reports to parents and carers three times a year, the final summer report also includes additional curriculum information provided by class and subject teachers.

Parents and carers consultation evenings are scheduled once a year with additional sessions available throughout the school year should parents and carers wish to further discuss their child's progress.

Progress reports and targets are shared during the EHCP annual reviews, LAC reviews and PEP meetings as is statutory.

Annual reports to parents and carers include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the student's teacher
- The student's attendance record including;
 - The total number of possible attendances for that student, and
 - The total number of unauthorised absences for that student, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade
- Details of any vocational qualifications or credits towards any such qualifications gained

7. Inclusion

The principles of this assessment policy apply to all students, all of whom have special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' additional 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, skills for employment and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points.

8. Training

Heath Farm School offers a comprehensive induction process for all staff, this includes both the curriculum and effective, accurate assessment.

Termly assessment workshops are held for all teaching staff with members of SLT to underpin moderation and accuracy.

Continuing opportunities for CPD are available to curriculum staff to ensure effective delivery of accreditations via the appropriate exam boards.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

9.3 Teachers

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

10. Monitoring

This policy will be reviewed yearly by the Deputy Head for Quality of Education. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Deputy Head for Quality of Education is responsible for ensuring that the policy is followed.

The Deputy Head for Quality of Education will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutinies and Pupil Progress Meetings.

11. Links with other policies and documents

This assessment policy is linked to:

- Curriculum policy
- Non-examination assessment policy
- Examination contingency plan
- Fair Assessment Policy
- Assessment level overview