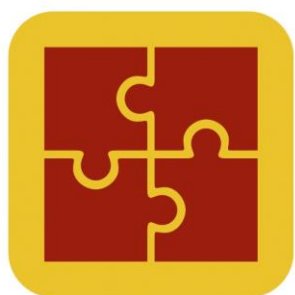


# Assessment policy



**Newwingate  
School**

<b>Approved by:</b>	Anna Daly	<b>Date:</b> August 2022
<b>Last reviewed on:</b>	September 2023	
<b>Next review due by:</b>	September 2024	

## CONTENTS

1. Aims .....	2
2. Legislation and guidance.....	2
3. Principles of assessment .....	3
4. Assessment approaches.....	3
5. Marking.....	4
6. Collecting and using data .....	5
7. Reporting to parents .....	5
8. Inclusion.....	5
9. Training .....	6
10. Roles and responsibilities .....	6
11. Monitoring .....	7
12. Links with other policies .....	7

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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

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

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 \(Student Information\) \(England\) Regulations 2005: schedule 1](#)

### 3. PRINCIPLES OF ASSESSMENT

At Newingate School, we believe that the key aim of assessment is to support student achievement.

Through our assessment and reporting practice, we aim to:

- Enable students to understand what they have to do to reach the end of lesson, unit, topic, academic year and key stage expectations
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding
- Help set targets and involve students in their own learning
- Give parents a clear idea of what their child can do and what they need to do to progress
- Provide information that can be used to evaluate teaching and learning practice
- Give students effective feedback so they know what they have done well and what they need to improve
- Enable all students to make good progress

The principles that underpin assessment at Newingate School are:

- **Every child can achieve:** teachers are constantly evaluating: 'What do I need to do next, to enable all children in my class to achieve?'
- Assessment of student's attainment and progress is directly linked to the curriculum devised and followed by our school and evaluates students' knowledge and understanding of subject requirements.
- Assessment is used to ensure that all students make appropriate progress.
- All children need to understand the learning objective in each of their lessons and what they need to achieve it.
- Presentation of learning objectives are differentiated accordingly to suit individual learning styles and medium of communication i.e. through Augmentative & Alternative Communication means
- Success Criteria are shared, or formulated, at the start of each session and students' work is assessed against the criteria.
- Strategies are used to ensure that students have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

### 4. ASSESSMENT APPROACHES

At Newingate School we see assessment 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.

#### 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

## 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.

## 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 and parents** to understand how students are performing in comparison to students nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage (KS) 4, and AS levels, A-levels and other post-16 qualifications in KS5.

## 5. MARKING

Teachers will use **purple** pen when marking or making comments, and student responses, corrections or additional work will be added in **green** pen.

Teachers will provide students with the opportunity to read and respond to the feedback given on their work, supporting them to celebrate their achievements and understand their next steps.

Marking will be carried out using the following statements:

**Progress Made (PM)** – will show the progress made by the student in the work completed.

**Next Steps (NS)** – will show the next steps for the students to achieve to build on their knowledge.

Marking will be carried out on a weekly basis, with written feedback being provided in each of the student's subject books/folders. Where required, teachers will provide additional tasks and questions to further assess students understanding or to move their learning on further.

Marking and assessment for external examined/moderated agencies will meet the criteria set by the relevant awarding body.

## 6. COLLECTING AND USING DATA

Assessment data will be recorded and shared with all relevant stakeholders by the class teacher initially and then by relevant Senior Leaders,

- Data collected will be shared at relevant parent meetings and/or during the review cycle of a student's EHCP
- Data collection and use will be limited to only those that are relevant to individual students and where possible will be shared across staff teams and not allocated to 1 individual within a team

## 7. REPORTING TO PARENTS

Three parent consultations per academic year:                      these meetings focus on the curriculum – what students can do and what they need to do to improve (targets). Parents can be provided with copies of curriculum objectives and targets so that they can support their child's learning at home.

The Annual Review-                      This meeting will focus on progress made towards outcomes as stated in the students Education, Health & Care Plans. This is monitored using the AET Framework. Proposed Learning Intentions are also introduced through individualised Learning Intention Templates at these meetings. A member of the Local Authority is invited to attend these meetings in addition to the parents, class teacher and therapists (If required). The meeting is usually chaired by the SENCo or a member of SLT.

## 8. INCLUSION

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

Assessment will be used diagnostically to contribute to the early and accurate identification of students' 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 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 and take this into account alongside the nature of students' learning difficulties.

## 9. TRAINING

Teachers will be kept up to date with developments in assessment practice, and they will be able to develop and improve their practice on a regular basis through internal moderation activities and external moderation opportunities with like settings.

## 10. ROLES AND RESPONSIBILITIES

### 10.1 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.
- Monitoring that school staff are receiving the appropriate support and training on student assessment, to ensure consistent application and good practice across the school.

### 10.2 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
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities .

### 10.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach

- › Keeping up to date with developments in assessment practice

## 11. MONITORING

This policy will be reviewed annually by the Senior Leadership Team. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Senior Leaders are responsible for ensuring that the policy is followed.

The SLT member responsible for Curriculum Assessment will monitor the effectiveness of assessment practices across the school, through:

moderation, lesson observations, book reviews and/or student progress meetings.

## 12. LINKS WITH OTHER POLICIES

This assessment policy is linked to:

- › Curriculum policy
- › Non-examination assessment policy
- › Examination contingency plan