

Woodfield School



Assessment Policy

2020-21



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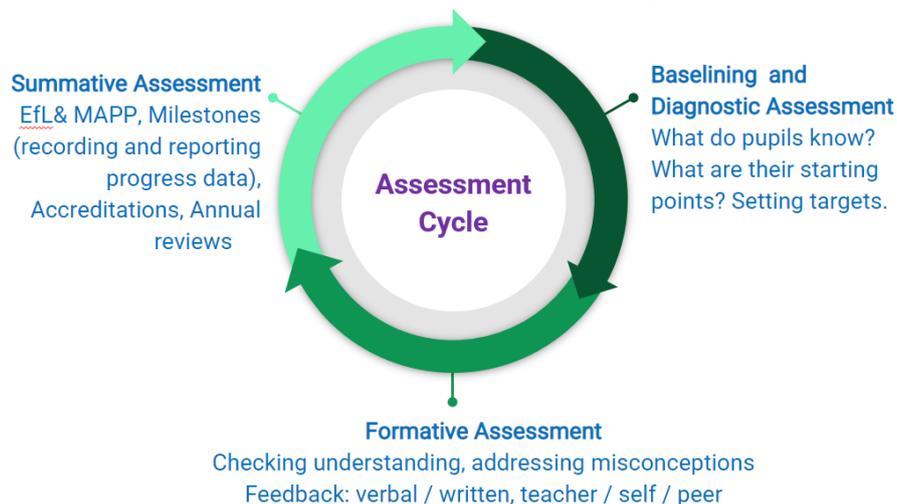
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Introduction

Our assessment model intends to make assessment and progress easier to understand for all stakeholders. In September 2021, we moved from a hybrid model (Pathway 1 assessed via MAPP (Mapping and Assessing Personal Progress) and EfL (Evidence for Learning) software and Pathway 2 assessed using Classroom Monitor software to set targets, then record academic progress in regard to these termly targets, measured against a continuum of modified national curriculum levels.) to pupils in all pathways being assessed via MAPP and Evidence for Learning.

Using the MAPP/EfL combination allows us to embed EHCP outcomes into our day to day objectives more easily, and assess achievement and progress more holistically for all pupils.

Woodfield Assessment Cycle



Underpinning Principles of Assessment

Assessment will be **objective and based on clear criteria** relating to what our pupils know, understand and the skills they are developing. These criteria will reflect clear definitions of what constitutes expected and exceptional progress. These will be linked to the 'milestone' statements for pupils operating at that level, and based upon progress towards targets identified in each child's EHCP, linked to programmes of study for our pupil. The criteria will also reflect our experience that different groups of pupils respond differently to criteria within the same level.

Assessment will address **development** and change, including self-regulation of behaviour as well as growth within subject specific areas where appropriate, and will recognise that different groups of pupils have different trajectories in development, according to their needs. Assessment will provide both a baseline from which to measure progress, and data to track progress along planned pathways.

Assessment will lead to appropriate accreditation for our older pupils and enable them to develop skills to go into the wider community and prepare for the next phase of learning and training.

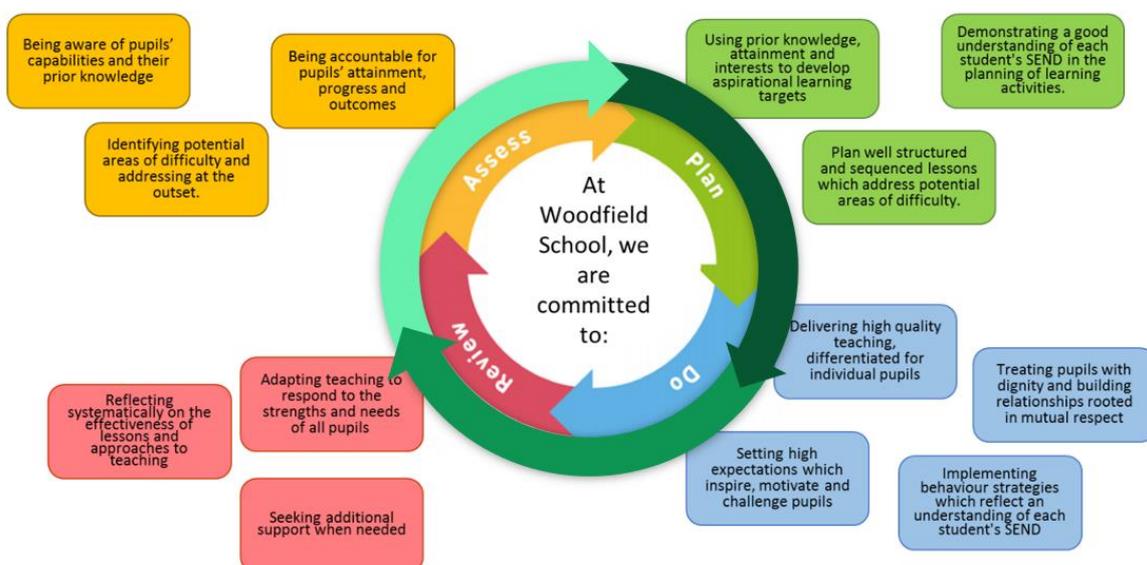
Assessment will be **informed by the voice of the parents and carers and the pupils**, who are key participants in planning for holistic outcomes. We seek to find every opportunity to involve the pupil in tracking and assessing their own progress and increase their motivation to achieve. Communication with parents and carers about the holistic progress of their child is at the heart of our work.

We welcome the principles embodied in the Education, Health and Care Plans of linking **short-step targets to longer term planned outcomes**, to inform and develop each pupil's aspirations for the future. We also welcome the opportunity for **multi-agency and therapeutic inputs as part of our target-setting and assessment practice**.

Reflection is at the heart of our assessment practice. Assessment will enable us to follow the progress of each pupil closely, and **to judge when interventions are required, or where adaptations or modifications** are required in the teaching and learning experienced by the pupil. The analysis of pupils' progress through our assessment practice will be a key driver in informing and improving our teaching and learning practice.

Moderation within and between our partner schools is an essential tool to ensure rigour of assessment and continuous growth and challenge in our assessment practice. It provides us a means of comparison with other schools that similar groups of pupils are optimising their rates of progress and how well our pupils are performing compared with national expectations.

Teaching, Learning & Assessment Cycle:



The Purpose of Assessment

Assessment serves many purposes, but the main purpose of assessment at Woodfield is to support teachers, parents and pupils on their learning journey by planning their next step in learning. Assessment, therefore, should be evident in all lessons.

- For pupils, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it;
- For parents and carers, assessment information will both inform them of their child's attainment and allow them to understand how their child may maximise achievement by written and qualitative feedback on their child's strength and areas for development;
- For teachers and teaching assistants, assessment should develop an understanding of the individual needs of pupils so that target setting is challenging, meaningful and informs planning, teaching and learning;
- For governors and other stake holders, assessment information will inform an understanding of the current and potential student outcomes.

Analysis, Reporting and Tracking of Assessment Data

Data is collected and analysed each term and is available to all staff and used to support teaching and learning. Data is recorded and reported using Evidence for Learning.

Assessment techniques

A range of evidence gives a clearer picture of the pupil's 'learning journey'. Personal and social development is monitored as well as academic progress. We use a range of formative and summative assessment which is an ongoing process throughout the year.

The range of approaches includes:

- Observations
- Scrutiny of work
- Marking of pupil's work
- Formal Assessments (including baselines)
- Questioning
- Practical tests
- Written tests
- Oral Tests
- Evaluations on planning

- Educational Psychologist and therapists' reports
- Intervention reports
- Examination material

The Leadership and Management of Assessment

The Senior Leadership Team aims to use assessment procedures and processes to drive whole school improvement by:

- Ensuring that all teachers know what is expected of them in assessing pupils;
- Helping teachers make well-founded judgements about pupils' attainment and progress;
- Monitoring assessment for learning so that it is a key factor in planning for teaching and learning;
- Monitoring the accuracy of the information provided to parents about their child's attainment and progress;
- Tracking the attainment and progress of individual pupils and groups of pupils over time;
- Monitoring practice in assessment and taking appropriate, swift actions arising from tracking information to close emergent gaps;
- Using assessment information when planning training and CPD;
- Comparing the progress made by different groups of pupils to ensure that no group is disadvantaged;
- Ensuring that there is enough flexibility in assessment expectations so that individual departments can adopt processes that are most conducive to progress in their particular subject;
- Using assessment and monitoring to ensure that the curriculum meets the needs of pupils;
- Monitoring the role of Curriculum Leaders in ensuring good practice in assessment is consistent across all lessons;
- Ensuring that any pedagogical developments in assessment practice are implemented where appropriate;
- Ensuring Literacy, Numeracy, ICT, SMSC and British Values are promoted across the curriculum and drawing evidence from other subjects in the curriculum where applicable.

The Role of Curriculum Leader

With the support of the Senior Leadership Team, the Curriculum Leader will:

- Ensure that their team understand the assessment requirements for their subject as well as the different ways in which teachers can assess pupils' progress;

- Monitor the assessment of pupils' work in their subject through work scrutiny, moderation and lesson observation;
- Ensure assessment informs knowledge of student progress and raise any concerns with the Senior Leadership Team as appropriate;
- Ensure that all schemes of work allow for assessment for learning to become an integral part of teaching and learning;
- Ensure that the curriculum plan allows for formal assessment of progress to be timed appropriately so that data collections accurately and reliably reflect current attainment;
- Ensure all teachers are involved in the moderation of work of other pupils so that consistent practice in assessment is maximised this will be done both internally through departments and externally with link special schools;
- Participate in termly school analysis assessment information, in liaison with SLT where appropriate and to plan for or arrange intervention strategies.

The role of Teachers

All Teachers should:

- Adopt a range of methods to ensure that they can assess the progress of all pupils accurately;
- Encourage pupils to actively engage in assessment for learning;
- Ensure that assessment builds pupils' motivation, understanding, confidence and self-esteem;
- Ensure that lessons begin with clear expectations and pupils are aware of how progress will be measured;
- Ensure that all pupils know and understand the learning objectives of the lesson;
- Identify through assessment, and intervene as necessary, with those pupils at risk of underachievement;
- Ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons;
- Reward good progress as appropriate;
- Share targets and developments with parents and carers so that it is visible;
- Use the expertise of the Teaching Assistant to monitor and drive progress;
- Use information from each pupil's Statement of Educational Need and Education Health and Care Plan (EHCP) to inform target setting;

- Ensure that opportunities to use assessment to promote the development of literacy, numeracy and ICT skills in the pupils are embraced;
- Ensure that adequate and appropriate assessment is made of student attainment prior to completing the Data Collection report so that the information recorded is accurate and reliable;
- Encourage pupils to take responsibility for their own learning through self/peer assessment, setting appropriate targets (with guidance) and asking for help and advice when necessary;
- Adopt creative approaches to assessment for learning in order to maximise student engagement in the assessment process;
- Share concerns or praise arising from assessment information with the relevant staff as appropriate;
- Ensure books are marked and monitored weekly and next steps are set enabling all pupils to make progress.
- Ensure all pupils receive feedback with assessment focusing on pupils' strength and areas for development

The Role of the Data Manager

- Support the work of subject leaders in developing and reviewing target setting procedures;
- Generate challenging and aspirational targets for all pupils of all abilities based on prior attainments for Y8, 9, KS4 and KS5 and internal baseline assessments and KS2 data for Y7 pupils;
- Challenging and Aspirational targets will be set for all pupils regardless of pathway, challenging targets are set in line with each pupils EHCP.
- Provide training on the interpretation of data;
- Provide support for teachers, identifying good practice to share and disseminate;
- Provide information on results and progress to all stakeholder;
- Explain policy and practice to governors and provide training where necessary;
- Report to SLT on the quality and consistency of implementation of assessment procedures;
- Help to determine statutory and other assessment related targets within the School Development Plan;
- Advise SLT on statutory requirements and any changes to assessment arrangements;
- Provide analysis of attainment on a termly basis.

The Role of Pupils

Pupils should be involved in the assessment of their own work and progress as much as possible. When teachers state clearly what they want pupils to learn and why, the activity is given purpose and direction. Lessons should start with the purpose of the activity being explained to the class. Therefore pupils, and staff supporting the pupils, should be told not only what they are to do but also why they are doing it and what they will learn from the activity.

All pupils should:

- Participate actively in assessment opportunities in lessons;
- Take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers;
- Ensure that their entitlement to advice and guidance on how to improve their academic achievements are fulfilled;
- Support other pupils constructively when asked to be involved in peer assessment.

The Role of Parents/Carers

All parents/carers should:

- Discuss with their child the assessment report sent to them each term which includes a summary of current attainment, targets for each subject and where applicable predicted grades for examinations;
- Liaise with the subject teacher or form tutor about any concerns regarding their child's progress as identified through assessment;
- Attend meetings set by the school such as "Learning Journey" meetings and parents evening which includes discussion regarding progress made by the pupils and learning outcomes.

The Role of Governing Body

The Governing Body should:

- Assure themselves of the rigour of the assessment process;
- Have an understanding of the impact of teaching on learning and progress in different subjects and year groups;
- Provide challenge through asking probing questions to understand the analysis of progress data and what it means for the school;

- Hold the Head and SLT to account for improving the quality of progress data, examination outcomes and test results;
- Support the school to deliver all aspects of the Assessment Policy;
- Ensure that the Assessment Policy is regularly reviewed and updated.

Differentiation

Differentiation is the process by which curriculum objectives, teaching methods, assessment methods and learning activities are planned to cater for the learning needs of the individual student. To provide for this basic entitlement, pupils in the same group must have learning opportunities matched to their particular needs and teaching must take into account the differences in learner characteristics. This in turn requires flexible planning, careful assessment and the provision of a variety of approaches to teaching and learning.

"Mixed ability teaching implies that all abilities must be catered for when planning a lesson"

For example, in Year 11 Mathematics, we have pupils that are working towards Stage A, working at Stage A (Entry Level 1), working at Stage B (Entry Level 2), working at Stage C (Entry Level 3), working at Stage D (GCSE an option). Schemes of work and lesson planning must reflect differentiation for our pupils.

Monitoring & Evaluation

The effectiveness and usefulness of the assessment policy will be monitored and evaluated by the Senior Leadership Team and Governing Body.

Reporting

Parents will be made aware of the 'step' system that we have adopted at Woodfield, or if their child is working on the 'semi formal' curriculum, how that assessment is carried out using that curriculum. We are aiming for outstanding progress for every pupil and those aspirational targets are set for all pupils in line with national expectations, no matter what their ability. Reporting will be done in various ways:

- Assessment reports will be sent to parents each term which includes a summary of current attainment, targets for each subject and where applicable predicted grades for examinations;
- Subject teachers will report on progress through formal discussions at parents evening in the Autumn Term;

- Each term Learning Journeys will be shared with parents at formal meetings;
- End of Year written reports will be shared with parents/carers in July each year which include the 'steps' of progress they have made through the year and the next learning steps for the following year.