# Sladewood Academy
# Assessment Policy
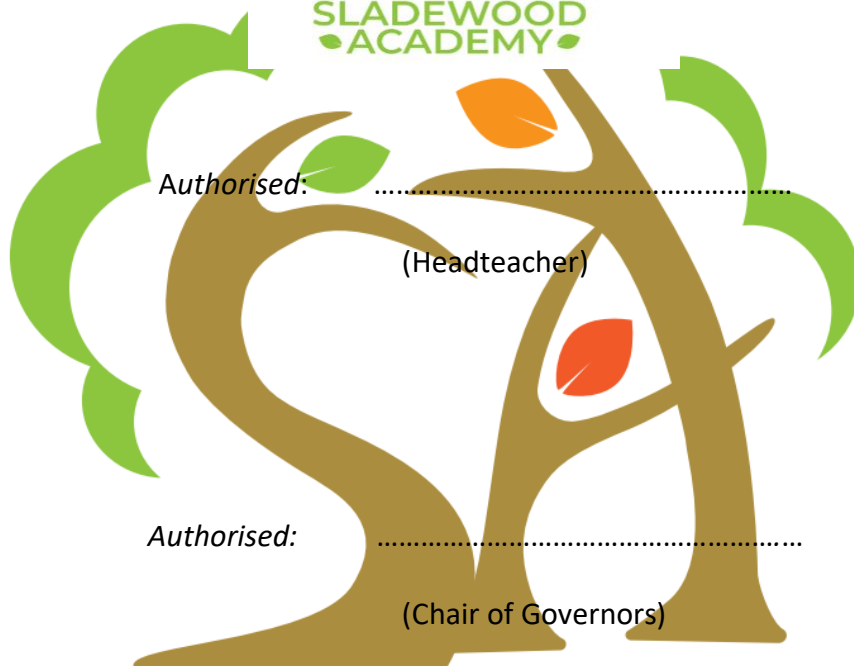
*Authorised*: …………………………………………………

(Headteacher)

*Authorised:* …………………………………………………

(Chair of Governors)

**Date approved***:*

**Date for review:**

**Rationale**

We believe that effective assessment provides information to improve teaching and learning. We give our students regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each student. We inform parents about their child's progress through the Annual EHCP review and detailed annual reports. We also share progress graphs at parent conversation meetings. We strive to ensure that teachers, students and parents are all working together to raise attainment and achievement for all of our students.

**Aims and Objectives.**

The aims and objectives of assessment in our school are:

- To lead focused teaching and learning;
- To ensure pupil progress it happening
- To make clear to the teacher and student the next steps for learning;
- To allow teachers to plan work that accurately reflects the needs of each student;
- To enable teachers to identify intervention groups and target resources effectively;
- To involve teachers and students in discussion about achievement, progress and next steps;
- To provide regular information for parents that enables them to support their child's learning by understanding their achievements and areas for development;
- To allow subject leaders to monitor progression and continuity;
- To provide the leadership group and governors with information that allows them to make judgements about the effectiveness of the school;

**Planning for Assessment.**

The school's Schemes of Work are used to guide teaching. Long term plans set out details of what is to be taught to each class. Medium term plans identify learning outcomes and opportunities for assessment within each unit of work. Lessons are planned with clear learning intent's (what's). These are based upon the teacher's knowledge of each student. We strive to ensure that all tasks set are appropriate to each student's level of ability.

Our planning makes clear the success criteria (Impact) for each lesson/ series of lessons. High quality assessment leads to effective lesson planning and good progress. The best teaching will be based on lessons that are adapted and revised based on the student progress. Subject specific targets are discussed with students and parents and strategies provided to help pupils achieve these.

**Target Setting in Core Subjects.**

Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by the student. Target setting also raises some key questions about performance. These are;

*How well are we doing?*
*How well should we be doing?*
*What more should we aim to achieve?*
*What must we do to make it happen?*
*What action should we take and how do we review progress?*

*This is where we look at the intent, implementation and impact of our teaching and learning.*

Target setting is a significant strategy for improving the attainment of student. It is only effective if the student is at the heart of the process. The targets that we set are challenging, but realistic, and take into account each student's starting point and journey so far in their learning in line with their assessment on Pupil Asset.

Curriculum Targets are based on students' prior learning and are set in line with government guidance and student expectations. Attainment is assessed using the Pupil Asset software and moderated work (both internal and external with other special schools).

Personal targets based on the EHCP are created 3 times per year for all students using our Education health Care Assessment tool. Targets are set and agreed with parents during 'EHCP Review Meetings and learning conversations. Students are encouraged and made aware of their targets through target cards and achievement ladders (visual representations for pupils to see progress).

## Assessment Data

Achievement is recorded using Pupil Asset. Progress is analysed after data drops in term 2, 4 and 6. Students who are identified as not making progress are highlighted for intervention support. It is the responsibility of subject coordinators to monitor and evaluate the progress in their subjects. At Sladewood Academy we work hard to ensure that any gaps in progress are identified and closed.

## Marking and Feedback to Students.

We believe feedback and marking should provide constructive feedback to every student focusing on success and next steps for improvement against learning intents; enabling students to become reflective learners. The best feedback is immediate and verbal. This policy should be read in conjunction with the school Marking Feedback Policy.

## Consistency.

Subject leaders review planning and examples of student's work within their subject area. Subject leaders use national exemplification materials where available to make judgements about the levels of work depth of curriculum coverage, and attainment.

**Monitoring and Review.**
The Headteacher has particular responsibility for assessment and for monitoring the implementation of this policy.
Subject co-ordinators monitor target setting, samples of the student's work, and observe the policy being implemented in the classroom as part of the annual assessment cycle.

Consistent application of this policy is seen as a key strategy in school improvement.

Internal moderation occurs at least once per term for core subjects and twice per year for foundation subjects. External moderation occurs at least twice per year with other special schools

This policy will be will be reviewed as part of the policy review cycle.
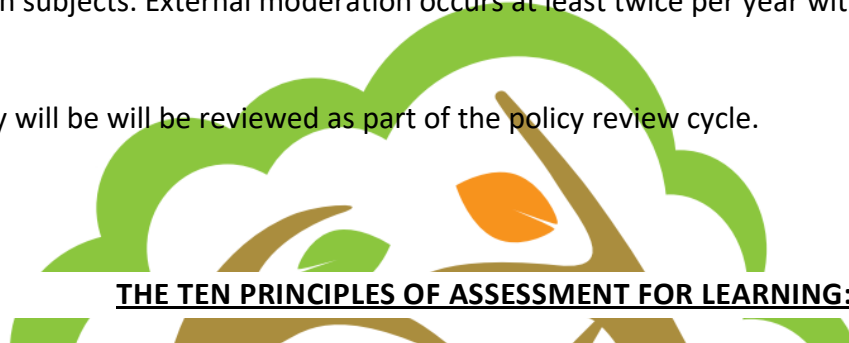
### THE TEN PRINCIPLES OF ASSESSMENT FOR LEARNING:

**Assessment for learning should be part of effective planning of teaching and learning**
A teacher's planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners will receive feedback, how they will take part in assessing their learning and how they will be helped to make further progress should also be planned.

**Assessment for learning should focus on how students learn**
The process of learning has to be in the minds of both learner and teacher when assessment is planned and when the evidence is interpreted. Learners should become as aware of the 'how' of their learning as they are of the 'what'.

**Assessment for learning should be recognised as central to classroom practice**
Much of what teachers and learners do in classrooms can be described as assessment. That is, tasks and questions prompt learners to demonstrate their knowledge, understanding and skills.   What learners say and do is then observed and interpreted, and judgements are made about how learning can be improved. These assessment processes are an essential part of everyday classroom practice and involve both teachers and learners in reflection, dialogue and decision making.

**Assessment for learning should be regarded as a key professional skill for teachers**
Teachers require the professional knowledge and skills to: plan for assessment; observe learning; analyse and interpret evidence of learning; give feedback to learners and support learners in self-assessment.   Teachers should be supported in developing these skills through initial and continuing professional development.

**Assessment for learning should be sensitive and constructive because any assessment has an emotional impact**

Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback that they give. Comments that focus on the work rather than the person are more constructive for both learning and motivation.

**Assessment for learning should take account of the importance of learner motivation**

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate learners. It can also lead to their withdrawing from the learning process in areas where they have been made to feel they are 'no good'. Motivation can be preserved and enhanced by assessment methods which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction.

**Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed**

For effective learning to take place learners need to understand what it is they are trying to achieve and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self -assessment.

**Learners should receive constructive guidance about how to improve**

Learners need information and guidance in order to plan the next steps in their learning. Teachers should:
- pinpoint the learner strengths and advise on how to develop them
- be clear and constructive about any weaknesses and how they might be addressed
- provide opportunities for learners to improve upon their work.

**Assessment for learning develops learners' capacity for self-assessment so that they can become reflective and self-managing**

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

**Assessment for learning should recognise the full range of achievements of all learners**

Assessment for learning should be used to enhance all learners' opportunities to learn in all areas of educational activity. It should enable all learners to achieve their best and to have their efforts recognised.