Assessment Policy

Draycott Moor College

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Assessment Policy

The purpose of Assessment

The purpose of assessment is to raise standards in student performance rather than a measurement tool. The primary function of assessment is to move students on in their learning.

We recognise that students

- have different cultural experiences, expectations, and needs;
- perform differently according to the context of learning; and
- need to be informed of their achievements and areas for improvement in the learning process.

This framework (and the Curriculum Policy) reflects the requirements of the students.

The aims of the Assessment Policy are:

- to provide clear guidance on our approach to assessment, recording, monitoring, reporting, and target-setting;
- to provide a coherent approach to assessment, recording, monitoring, reporting, and target-setting;
- to monitor, record and build on students' progress;
- to promote opportunities for students to reflect on their work, the feedback provided and to take responsibility for setting their own targets;
- to promote a positive self-image and growth mind-set for students and to encourage students to value and take pride in their work; and
- to celebrate and reward students' achievements and progress.

Rationale

- Assessment is everyone's responsibility.
- Assessment should inform planning, delivery of lessons, learning and progress.
- Assessment should be manageable and purposeful.

- Assessment must provide understandable information to everyone (staff, students, parents/guardians/carers).
- Assessment must provide information on strengths and areas needing development.
- Assessment must compare achievement and progress against prior attainment between students and groups of students.
- Assessment must be used as a tool for evaluation of teaching strategies in terms of what does and does not work.
- Assessment must be positive and provide motivation and the path to future success.
- Assessment must involve students and should include them reflecting on their own work and the work of others.
- Assessment must be provided in a timely fashion.

Assessment needs to:
- be manageable and useful;
- be a reliable source of information;
- be positive and support success;
- be clear to students, parents, and staff;
- be an essential part of teaching and learning; and
- be in line with the National Curriculum requirements.

The purpose of assessment:

Assessment is used in many ways for different purposes.

Formative assessment:
Recording what has been achieved, next steps, setting achievable goals to allow students to reach their targets.

Summative:

Recording a student's overall achievement through mid-term examinations, mock and actual assessments, and other means of assessment/testing.

Diagnostic

Identifying individual student's strengths, areas for development and providing support to develop.

Informative:

Providing reports to parents/agencies/carers and other relevant people.

Evaluative:

The use of relevant information to evaluate the effectiveness of the school's curriculum and the effectiveness of teaching styles/strategies/interventions.

Section 2:

Our Assessment Framework

Students at Draycott Moor College typically join the school at different times within the school year and at different stages. A large proportion of students have not attended an educational setting for a prolonged period. As part of the transition process, a range of assessment data is gathered from a different source these include, but are not limited to:

- ➢ context and contents of EHCP targets
- ➢ Previous summative assessments
- ➢ Discussion with parents and carers
- ➢ discussions with external agencies
- ➢ liaising with previous educational settings.

All students complete baseline assessment which includes phonics assessments, reading, math and English as part of the transition process.
Through the transition process, a pathway is chosen based on the needs of each individual student. See Curriculum policy for further guidance on pathways.

Assessment is key element the planning and teaching cycle. At Draycott Moor, we use and a range of assessment to inform planning sequences and adapt within lessons to meet the needs of all students.

FORMATIVE – this is continual and a pivotal part within every lesson. Formative assessment provides information to plan the next step in a student's learning.
DIAGNOSTIC – Diagnostic assessment is more in depth and provides more detailed information about an individual student's strengths and weaknesses.
SUMMATIVE - provides a snapshot in time of each child's achievements.
EVALUATIVE - provides teachers with feedback on the effectiveness of their teaching and the organisation and content of the curriculum.

Section 3:

Practice

Use of assessment in lessons

The aim of marking and feedback at Draycott Moor is to enable students to reflect and improve their understanding, challenge misconceptions and to link prior skills and understanding to new concepts to enable the student to achieve.
Feedback can be a strenuous task for students at Draycott Moor as it can put further demand on working memory, due to their SEMH needs they may not be receptive to feedback, and it may challenge students' self-esteem and concept of themselves as learners. Given the individual needs of student's, feedback is given in a highly individualised and adaptive manner.
The benefit of our small class size and high adult to student ratio, the majority of feedback is given during the lesson. Lessons are adapted to meet the needs of students as gaps in understanding or misconceptions appear.
The fundamental elements of feedback comments are:

- ➢ Targeted to the individual student's misconception or gap in learning.
- ➢ Targeted to the concept rather than the task

> ➤ Praise is explicitly linked application of skills and knowledge

Marking

The aim of marking and feedback is to enable students to reflect and improve their understanding, challenge misconceptions and to build resilience.

1. Every lesson has a learning focus. Each learning focus is a composite that builds to the achievement of a component. The learning focus is written in the form of a question so that students can understand and can verbalise what they are learning.
2. Each lesson has a component reference which is specific to the Stage. The adults will then assess the student as either emerging, developing or secure based on the lesson. Feedback will be given alongside the student at this time.
3. Comments are made and dialogue recorded using green pen to indicate an adults' interaction.
4. Spelling errors are underlined. The spelling is then corrected through a choice of 3 alternative spellings. Where possible these should link to students' phonic stage, high frequency words and subject specific vocabulary.
5. Punctuation errors are underlined and marked with student.
6. The level of support is circled on the learning focus sticker as either independent where the student has completed work without adult input, supported where the adults have scaffolded the leaning and guided where an adult has led the activity.
7. Where support is specific, such as: reading, scribing and when extra time is given to allow processing time, the specific support is outlined and circled on the learning focus. Further clarification can be indicated where appropriate on a question or task to show where scaffolding is used and as the student becomes more proficient and the scaffolding is removed.

Formal assessments:

Data collected includes:
- End point assessments
- Tracking student progress to individual composites
- mock examinations;
- BKSB initial and diagnostic tests;
- annual external examinations or portfolio submission (GCSE, Entry Level, Functional Skills, BTEC and OCN); and
- reading ages/Accelerated Reader
- Phonics data

The above data is used to inform progress.

Target setting:

Target setting is a key component for continued progress. Targets set in collaboration with students should be realistic, achievable, and ambitious. Targets and progress made towards targets are discussed termly unless there is cause for concern in which case such discussions will occur more frequently. Targets set should be SMART. Parents/carers receive information about their child's progress towards targets regularly throughout the academic year, via three

reports sent out and a parent consultation meeting on a termly basis.

Section 4

Responsibilities and duties the leadership group will:

- review the framework termly;
- support and monitor all staff in the implementation of assessment, recording, and reporting practices;
- ensure there is a robust strategy for the management of performance data;
- monitor student's progress towards targets in all subjects;
- provide staff with training on the various aspects of assessment to improve practice and improve student outcomes; and
- undertake scrutiny of assessment in lessons through quality assurance of teaching and learning, analysis of whole school progress data and marking audit every term providing feedback on current position, strengths, and areas for development.

Subject staff:

- ensure they are following the framework for assessment;
- plan assessment opportunities into mid-term plans and regularly evaluate their effectiveness;
- establish subject criteria for assessment and marking;
- monitor the consistency of their own assessment and marking;
- ensure the assessment is systematically recorded and is appropriate;
- use assessment information to inform planning;
- use assessment information to set SMART targets;
- ensure students have a clear understanding of the assessment criteria; and
- regularly assess and mark students' work employing green pen, specific praise, what went well and a step to improve;
- motivate students through encouragement and positive comments;
- provide prompt feedback to students (marking and feedback should be completed within one week);
- link marking to targets; and
- provide students with learning journeys to identify the steps required to complete the journey.

Students will:

- frequently reflect on their work and identify what went well and how to improve;
- seek advice on what to do to improve;
- act upon the advice given by their teachers; and
- actively partake in self-assessment and peer-peer assessment when

opportunities arise in lessons.

Parents/carers will:

- be involved in regular communication with the school in order to understand the learning needs of their child;
- assist their child in achieving their learning targets;
- attend parent meetings; and
- read reports sent out.