



Compass PRU

Assessment Policy 2020-2021

Governors' Committee responsible	Teaching & Learning Committee
Link Senior Governor	Chair of Committee
Link SLT	Deputy Head
Date Reviewed	May 2020
Next Review Date	May 2021
Linked Policies	SEN Policy Learning and Teaching Policy Marking and Presentation Policy Behaviour Policy

Our aim is to help all our learners unlock their potential in life and work

20.3.2019

Signed & date

Chair of Compass Governing Board

20.3.2019

Signed & date

Head teacher

Equality Impact Assessment – initial screening record

<ul style="list-style-type: none"> What area of work is being considered? Upon whom will this impact? 	Assessment Policy
	Curriculum

- How would the work impact upon groups, are they included and considered?

The Equality Strands	Negative Impact	Positive Impact	No impact
Minority ethnic groups		√	
Gender		√	
Disability		√	
Religion, Faith or Belief		√	
Sexual Orientation		√	
Transgender		√	
Age		√	
Rurality		√	

- Does data inform this work, research and/or consultation? And has it been broken down by the equality strands?

The Equality Strands	No	Yes	Uncertain
Minority ethnic groups	√		
Gender	√		
Disability	√		
Religion, Faith or Belief	√		
Sexual Orientation	√		
Transgender	√		
Age	√		
Rurality	√		

- Does the initial screening highlight potential issues that may be illegal? **No**

Do you consider that a full Equality Impact Assessment is required? **No**

Initial screening carried out by Mark Fisher, Deputy Headteacher

Signed: *Mark Fisher* Dated: 7th March 2019

Comment by Headteacher: No additional comments

Alison Glazier 20.3.2019

ASSESSMENT POLICY DOCUMENT

MISSION STATEMENT

There is a growing emphasis on performance as measured by the standards attained by learners, and teachers are being expected to make more and more use of assessment data. We need as practitioners, to be able to make sense of all this information in order to improve learning and teaching. We at Compass believe that one crucial issue central to raising standards is learning and a major contributing factor to successful learning is the impact of assessment on learning. The second strongest emphasis is that unless it is on paper it does not exist and the policy that follows succumbs to this latter philosophy despite the fact that teachers have and always will assess constantly throughout a lesson.

Introduction

This policy is a working document, evolved, implemented and evaluated as part of the School Development Plan, to meet the changing needs of the National Curriculum. It is written to share with staff, parents, and other interested parties, to give a common understanding of the assessment procedure undertaken at Compass. Research indicates that assessment influences learning in four ways.

1. Assessment provides motivation to learn
 - By giving a sense of success
 - Through giving a sense of self-confidence.
2. Assessment helps pupils and teachers decide what to learn
 - By providing feedback on success so far
 - By identifying what it is that is important to learn.
3. Assessment helps children to learn how to learn
 - By encouraging active or passive learning styles
 - By influencing learning strategies
 - By developing the ability to retain and apply knowledge, skills and understandings in different contexts.
4. Assessment helps pupils learn to judge the effectiveness of their learning
 - By evaluating existing learning
 - By consolidating existing learning
 - By reinforcing new learning.

Assessment provides feedback on pupils' efforts, lets them know how they are doing and guides them forward. Assessment is used by teachers' every day to identify learning acquired and progress made, to inform the pupils and determine future planning. It is an element of effective teaching.

Assessment has a profound influence on the motivation and self-esteem of pupils. It is of vital importance that they are provided with positive, effective feedback on their work, whether it be done by discussion and questioning; by observation; by marking of written work; by specially devised tests; by peer partners or by self-assessment.

Pupils need to be trained to assess their own progress and to understand how to improve. To do this, they are entitled to know what their learning objectives are and what the success criteria will be. The active involvement of pupils in their own learning is an essential and powerful tool. Parents should also be made aware of the assessment process.

Why We Assess

At Compass, we believe assessment has an important role to play in enabling pupils to achieve their maximum potential, giving them full access to the curriculum. The National Curriculum has acknowledged the importance of assessment since its outset.

“Assessment is at the heart of promoting children’s learning. It can provide a framework in which educational objectives may be set and pupils’ progress charted and expressed.

Fundamental Principles

At Compass, Teacher Assessment is first and foremost about helping pupils to learn. Assessment, recording and reporting should:

- Offer all pupils and opportunity to show that they know, understand and can do.
- Help pupils to understand what they can do and what they need to develop.
- Recognise that the National Curriculum does not encompass all learning; there is the wider curriculum and pupil’s personal and social development;
- Be based on a considered view of what learning should be assessed in each subject or area of experience.
- Relate to shared learning objectives.
- Advance the learning process.
- Enable teachers to plan more effectively.
- Help parents to be involved in their children’s progress.
- Provide the school with information to evaluate work and set appropriate targets.

What are the Purposes of Assessment?

We assess in order to:

- Identify the needs of each pupil, in order to plan appropriate learning.
- Monitor the progress of pupils, and celebrate their achievements.
- Provide colleagues with an overview of each pupil’s achievement and attainment.
- Provide parents with a summary of their child’s achievement.
- Make fair and comparable judgement about pupil’s attainment within the National Curriculum.
- Provide information which enables the curriculum to be evaluated thus improving the equality of access for all pupils.

What are the Principles of Assessment?

- Assessment is an integral part of the planning, teaching and learning process.
- Assessment contributes to a coherent, relevant and differentiated curriculum.
- Assessment is clearly defined and fully understood.
- Assessment enables the diagnosis of individual strengths and weaknesses
- Pupil achievement outside the National Curriculum is recognised.
- Pupils understand what they are trying to achieve and how their achievement is to be assessed and recorded.
- Opportunities are provided for pupils to reflect upon and review their progress.
- Assessment should be used to motivate.
- All documentation is purposeful and informative.
- Teachers find documentation usable and useful.

- Teachers have the opportunity to discuss and contribute to the development of assessment, recording and reporting.
- The completion of records is consistent throughout the school.
- Assessment provides information for transfer to other schools if necessary.

Areas and Aspects of Assessment

It is the policy of the school

- To measure the progress against GCSE outcomes 6 times a year.
- To recognise the spiritual, moral and social skills of the pupil as of equal importance to the academic achievement and provide both formal and informal opportunities for staff to exchange information, and parents to receive reports, on these aspects.
- For subject leaders to identify assessment opportunities within their own medium term plans of work.
- To employ a wide range of teaching and learning styles throughout the school which allows for varied methods of assessment.
- To employ formative, diagnostic, evaluative and summative strategies.
- To meet the statutory requirements laid down in the 1993 Code of Practice for pupils with special educational needs.
- To give an indication to whether the student is working below, at or above the age related expectation.

Additionally at Compass

Teacher Assessment is carried out in all core and foundation subject areas between years 7 and 11. GCSE equivalent and age related expectations are updated six times a year and provide value added data on pupil and cohort progress within each subject area. This is compared to their baseline assessment, carried out at the start of their placement and their KS2 data flight path if it is available.

All pupils are assessed during their initial weeks in the school, regardless of year group, by a combination of reference to Statements of Special Educational Needs, reports from previous educational establishments and in-school assessment, which may include the use of standardised attainment tests and classroom observation.

Exact detail of individual assessment is dependent upon details of previous assessments/functioning from previous establishments/agencies. It is also dependent on the needs highlighted in the Statement of Special Educational Needs. SEN and school history/ gaps in knowledge will be taken into account when looking at the students flightpath and setting realistic targets to achieve.

Teachers have their work standardised in departments and with other subject specialists from other schools and by using online platforms such as 'doddle'.

Middle leaders & senior leaders in the school use subject planning, work scrutiny, lessons observations and learning walks to support the evidence for assessment levels for each pupil. Triangulating the evidence available to validates levels given.

Teachers are responsible for having wave 1, 2 & 3 plans for students who are not achieving. These are discussed at teacher review meetings. This information is then shared each term with the governors of the school.

Examination Ethos

Pupils in Years 9, 10 and 11 pursue a mixture of examination courses set by different examining boards with the intention of matching the student's academic ability with a suitable course. Forms of examination success are considered important for our pupils. Success, through a meaningful and realistic learning programme, engenders feelings of self-worth and improves the self-confidence and esteem of the pupil. Achieving measures of success also serves as a positive motivator to help encourage the pupil to develop his academic potential. Where possible, the classes are set on ability but other factors are always taken into account.

Examination Provision Offered at Key Stage 4

GCSE's

GCSE courses are pursued by all pupils in KS4 and are available in subjects across the curriculum. Those pupils who have the academic ability will follow the associated GCSE examination course. However, it is recognised that many pupils have specific learning difficulties and rather than be confronted with total failure, alternative examination courses are sought and offered.

Entry Level, Level 1 and Level 2 Courses

In addition to GCSEs the school is offering less academically able students or students in centre with particular medical or SEMH needs the opportunity to follow entry or level 1/2 courses (where needed). This provides a route for those students who are unlikely to gain a lower grade GCSE with a formal qualification and a route into college or employment.

Functional Skills

Level 1 and 2 English is delivered throughout the subject and is tested during examination windows to 'bank' these qualifications when possible.

ASDAN

A range of Asdan qualifications are taught depending on the needs of the group and individual. These are delivered in subject specific lessons and also used to support offsite activities- using these where possible as evidence to support the qualifications.

Keysteps is delivered as a standalone subject to support the non-core curriculum and enhance the lifeskills/ pshe programme of study.

Examination Room Procedure

Pupils should be seated according to the seating plan, not where the pupils choose. Desks should be spaced at a suitable distance apart to reduce the prospects of work being copied.

Compass Learning Centre is a registered Examination Centre and therefore adheres to and follows all the regulations for conducting examinations set by JCQ. All staff involved with exam invigilation including acting as a scribe or reader have undergone training via communicated and attend annual updates led by the Examinations Officer. Any students who staff have identified need additional help in lessons and may need exam concessions so that they are not disadvantaged are

provided with the opportunity of specialist assessments so that exam concessions can be applied for. All of the procedures for conducting exams and assessments can be found in the exams policy folder.

The Different Types of Assessment Used at Compass

Formative:

All teachers assess pupils on a regular basis to help plan the next steps in pupils' learning. Formative assessment helps teachers monitor progress, provides motivation for pupils and helps inform planning.

It takes the form of individual, group or class assessment by observation, discussion and material evidence.

Diagnostic:

Diagnostic assessments can inform staff of the needs of all pupils and can contribute to the planning process.

Summative:

Summative assessments are used to provide snapshots of what a pupil can achieve at particular times. These can be based on end of topic tasks, or be carried out after reaching a specific skill or concept. They can also be based on internal assessments or end of Key Stage results. Summative assessment can be made for the purpose of reporting to parents and for transferring information on pupils, to the next group or to other schools.

Evaluative:

Assessments help teachers evaluate curriculum provision and learning experiences for individuals, groups, sets, classes and whole year groups.

Informative:

Assessment information is communicated to parents through the written Annual Review Report. It is also reported, orally or at school open days and parents evenings for example.

At Compass student books are marked regularly and feedback is given in the form of 2 stars and a wish. This assessment helps to set the pathway for improvement and making steps to consolidate learning.

Students have an assessment sticker at the front of the files or workbooks showing their current and past working levels, against their target from their pathway.

Professional Development

The processes of carrying out assessment, moderating and discussing outcomes with other teachers provide valuable opportunities for teachers to evaluate their own work. To standardise judgements and to share teaching skills.

Planning Teacher Assessment

From the commencement of the National Curriculum, it has always been maintained that teacher assessment and results should be considered equally important.

"Teacher assessment is part of everyday teaching and learning in the classroom. Teachers discuss with pupils, guide their work, ask and answer questions, observe,

help, encourage and challenge. In addition, they mark and review written and other kinds of work. Through these activities they are continually finding out about their pupils' capabilities and achievements. This knowledge then informs plans for future work. IT should not be seen as a separate activity necessarily requiring the use of extra tasks or tests". (The Teacher Assessment at Key Stage 3 – SEAC October 1991).

We consider that assessment is an integral part of the teaching and learning process, so it is integrated fully from the planning stage. IT helps to ensure breadth, balance, continuity and progression, in keeping with the school's aims and objectives. Teaching staff make sure they are familiar with Programmes of Study, building in assessment as a part of the planning process.

PLANNING

For there to be logical assessment, there needs to be a clear framework of what is to be assessed. This is set out in detail on subject Medium Term Programmes of Study where specific assessment opportunities have been identified.

Effective Long Term Planning:

- involves the whole staff/department and reflects subject targets;
- matches the curriculum offered to the needs of pupils in the school/department, taking into consideration the programmes of study, schemes of work, time available and any planned thematic work;
- maps progression throughout the school in terms of the level of demand with reference to the programme of study and level descriptors;
- enables teachers to agree priorities for what will be assessed in depth;
- enables teachers to evaluate assessment information regularly;

Effective medium term planning:

- identifies intended progression and targets for classes;
- ensures plans contain clear learning objectives;
- indicates how achievement of these objectives will be recognised through assessment opportunities;
- takes account of level descriptions where necessary and appropriately identifies the level of demand.

Short Term planning is no longer a requirement but is an effective option for some teachers to plan more regularly and bespoke to the ever changing classes.

Assessment tasks are developed within subject areas and monitored. The evaluation of activities by teachers will form part of the review process. Establishing and modifying suitable assessment activities is ongoing and will need to be constantly monitored by teachers as part of the planned delivery of their subject areas.

Planning must have colour coded sections to show where the subject teaches Numeracy, Literacy and ICT, no matter what the subject is.

Teacher Assessments should:

- be ongoing throughout the year
- be carried out in the context of the classroom activities
- allow pupils to show their knowledge
- allow for differentiation

- show a variety of assessment techniques
- be both formal and informal
- be rigorous in application

Assessment Techniques

A wide range of assessment techniques are used, so that all pupils can show their skill and understanding.

- Observation of pupils at work
- Speaking and Listening
 - Direct – e.g. “Tell me about..”
 - Indirect – by listening to pupil discussion.
- Material Evidence
 - Teacher/child work, test/tasks.
 - Marking course work.
 - Looking at the end product.
 - Specific set tasks.

Pupil Involvement in the Self-Assessment Process

Pupils are encouraged to assess their own work and that of others as both give valuable reflective experience for them.

The importance of pupil involvement in the self-assessment process should not be underestimated. Recent research has shown how:

- pupil involvement in self-assessment and target setting improves awareness and performance;
- pupil ownership of targets and learning strategies for achievement and progress;
- a clear idea of what achievement or success will look like when it is attained serves to intrinsically motivate the pupil.

Each pupil is expected to self-assess their understanding of the taught theme and associated learning objectives at the end of the teaching period. The recorded colour signifies the pupils' level of understanding:

- Green – good level of understanding;
- Amber – some understanding of learning objectives;
- Red – difficulties, confusion, a lack of understanding.

Purple Pen is used- Or a comment in response to teacher feedback in student books for those who feel able to do so.

Moderation

Specific tasks within subject areas are selected by subject leaders for moderation to ensure that judgements made by individual teachers are consistent over time, comparable with those of colleagues and conform to the National Curriculum requirements.

Assessment Moderation has been developed in all subjects across year groups and the core subjects are shared with other secondary schools, colleges and learning centres in Weymouth & Portland and across Dorset.

Tasks selected for moderation include information about the circumstances under which the task was carried out and details of teacher/adult support required by pupils to complete the task.

Teacher confidence of assessment is being built-up by sharing classroom practice and use of QCA moderated examples in different subject areas.

Moderation Exercises

Moderating work within school will support professional development by providing staff with the chance to discuss, and reach agreement on how the curriculum is interpreted, delivered, assessed and evaluated in practice.

Moderation exercises play an important role in enabling teachers to develop shared interpretations of level descriptors, to identify progression within curriculum areas and to reach agreement about what constitutes attainment at particular levels across different teaching and learning contexts.

Moderation exercises need to be integrated into course work. In order to inform teachers' judgement, about curriculum planning and about pupils' achievement, they need to take place during the year. They are to be organised by subject leaders working with other teachers in subject or year teams. In order to substantiate judgements, teachers may choose to link curriculum/assessment planning to good practice in other similar schools.

In preparing to gather evidence, it is important to:

- identify a specific issue to focus on e.g. AT1 Mathematics
- clearly define a focus for the assessment activities which relates to the curriculum planning activity e.g. particular strands in a level descriptor
- identify the circumstances under which the task was carried out
- record details of the support required by the pupil in completing the task
- provide evidence of examples of pupil course work
- Confirm with colleagues moderated national curriculum level/ APS score/ Age related expectation.

Range of Evidence

The range of evidence available is:

- written work
- pictures or other graphical forms
- art work
- a model (or a picture of a model)
- a note of a pupil comments made by a teacher or LSA
- ICT produced work or ICT stored work
- audio or video tape
- outcomes of assessed work
- lesson plans
- assessment Record Mark Sheets

STANDARDISING OUR JUDGEMENTS

It is our intention to take part in as many moderation exercises with other schools as possible, and act on guidance produced by QCA to achieve high standards of competence in Teacher Assessment and use other tools to develop standardisation.

Portfolios/ Student subject files

Portfolios forming evidence of attainment are being developed.

Assessment as an on-going Process

Pupil assessment is seen as a continuous process and informs teacher planning. Ongoing results are recorded and tracked on Sims and doddle. Teachers assess in keeping with the learning objectives at the end of each taught theme of study. Results are recorded by way of a number relating to attainment. The current and target level is also recorded on each pupil's record sheet. Pupil APS scores are reviewed and updated six times a year and duly recorded. A comprehensive overview of pupil progress within each subject area is thus readily available on Sims and doddle. Pupils attitude to learning is also recorded at this point.

Ongoing classroom assessment will be effective when teachers:

- are clear what pupils know, understand and can do in all areas of learning;
- ensure pupils know what they are supposed to be learning, what they have achieved and how they can improve;
- regularly provide individual pupils with opportunities to reflect and talk about their learning and progress against targets;
- use a range of assessment methods confidently and appropriately e.g. observing pupils, asking question, listening, assessing pieces of work and administering tests;
- organise the classroom in ways which enable them to carry out planned assessments and to recognise and act upon any unexpected achievements of pupils;
- have assessment strategies which enable them to recognise when pupils have difficulties or are not making progress;
- to use assessment to decide what to do next with individual's, groups of pupils or the class;
- Recognise that all learning need not be assessed but feedback is crucial to motivate pupils
- feel confident that other adults working the classroom are clear about their role in assessment and will communicate significant information about pupils;
- apply the standards agreed within the school consistently in the classroom.

All teachers are expected to work to the National Curriculum Programmes of Study at Key Stage 3 and to examination subject syllabuses at Key Stage 4. Teachers have a responsibility to ensure their knowledge is up to date and that they plan, assess and record progress in National Curriculum attainments at Key Stage 3 and 4

and in line with the subject examination syllabus at Key Stage 4. All teachers share in the responsibility for reporting pupil's progress to parents in line with statutory requirements. Parents share the outcome of assessment as part of the school's reporting process. The support of parents is likely to be sought for some pupils to achieve improved progress.

Evidence of achievement is:

- to be recorded in a variety of ways, suited to the needs of the subject, pupils, books or files, teachers' mark sheets, recordings and photographs;
- to be further developed by the preparation of subject portfolios of work representing standardised levels of achievement. Criteria for these will be agreed within subject areas.

Contribution by pupils:

Pupils should be fully involved in the assessment process. It is important they should:

- be made aware of the learning objectives of an activity or task;
- have a clear understanding of the criteria for success;
- be guided in the skills of self-assessment through the Traffic Light Scheme reviewing and setting realistic targets;
- Receive meaningful feedback, including discussion and description of what has been achieved.

A clear reporting system:

- helps teachers to monitor pupils' progress
- recognises achievement and shares it with the pupil
- records grades, marks
- aids our memory
- notes strengths and weaknesses
- provides evidence that extension or support may be needed
- documents evidence
- informs planning
- enables targets to be set for pupils
- informs receiving teachers of pupils' attainments
- forms a basis for written and verbal reports.

Student/Subject work portfolios

These are being developed within each subject area.

Records held at Compass:

- i. Curriculum documentation – Long and Medium term progress of study
- ii. Internal test and examination results
- iii. Teacher assessments from oral work and observations
- iv. Pupil books
- v. Pupil records
- vi. Diagnostic test results
- vii. Subject related work portfolios

- viii. Termly Review Data
- ix. Age Related Expectation
- x. Student Termly Reports

Record-Keeping and Evidence is Useful When Teachers:

- keep records which are manageable and in line with school/subject policy;
- use professional judgement in deciding what needs to be recorded, what should be noted informally and which assessments should be used to plan next steps in learning without recording;
- use records from previous teachers in planning work for the class and individual pupils;
- record pupils' significant progress and achievements on the basis of agreed criteria, such as learning objectives linked to the National Curriculum;
- involve pupils in reviewing their own work and recording progress;
- keep evidence for a clearly defined and useful purpose – e.g. to help pupils and their parents to gain a better understanding of their progress;
- use examples of pupils' work to help them understand their strengths and weaknesses and how they can improve
- use records and evidence of shared standards and demonstrate their professional judgements, e.g. in a subject departmental portfolio. (Moderated Exercises);
- provide/pass on records which are clear and easy to interpret and which other people understand and find useful

(Association of Assessment Inspectors and Advisers – 2002)

Using Assessment Information to Monitor Progress towards Meeting Targets

Monitoring school improvement through assessment information (including tests results) is effective when:

- expectations are appropriate for all pupils;
- when targets have been set in relation to an analysis of pupil attainment in the cohort;
- performance of different groups of pupils is identified – e.g. ethnic groups, additional language learners, pupils with special needs, more able pupils;
- performance of differing teaching groups is identified;
- performance in different subjects is considered;
- is considered alongside benchmark information;
- any year on year trends are taken into account such as post summer .

Using assessment information is effective when schools;

- know how to respond to and act upon the information which emerges in terms of whole school management issues and classroom practice;
- use the information to inform curriculum planning and setting learning objectives;
- know how results compare with national and local expectations;
- produce action plans to achieve agreed improvements;

- ensure that the school development plan reflect findings;
- use the information to inform the target setting process.

WHO DOES WHAT?

Roles and Responsibilities

In order to affect the smooth running of assessment procedures within the school, there has to be a clear understanding of the roles and responsibilities undertaken by staff.

The Headteacher and Leadership Team have a duty to ensure that the school meets statutory requirements in relation to assessment, including the setting of targets. They will also evaluate the impact of assessment on raising standards within the school. The Headteacher will need to define the roles involved in assessment and disseminate relevant information to the Deputy Headteacher.

Structures within schools will vary, but all teachers are key contributors to quality assessment and target setting processes. However, the following staff are crucial to effective assessment procedures.

Middle leaders, Deputy Headteacher, Assistant Headteacher (Senco)

The Middle leaders, Deputy Headteacher and Assistant Head Teacher have the key role in the analysis and interpretation of performance data and in developing effective assessment practice across the school. To achieve this, the Deputy Headteacher should:

- Lead on development and review of whole school assessment policy including marking.
- Identify assessment priorities for the school improvement plan.
- Identify and support training needs.
- Ensure assessment systems are manageable and that assessment data is effectively gathered and collated.
- Disseminate assessment information throughout the school.
- Support colleagues in using assessment information/data.
- Ensure that statutory requirements are met.
- Check that subject department assessment policies are in line with school policy, are up to date and regularly reviewed.
- Support subject leaders and teachers in ensuring that schemes of work identify appropriate assessment opportunities.
- Link with subject leaders to ensure coherence of pupil experience across the curriculum.
- Check subject departments carry out procedures to agree standards and generate portfolios of moderated work.
- Consult with subject leaders to ensure subject assessment data is made available as required.
- Attend courses on assessment and pass on information to staff.
- Inform the Headteacher of Assessment Policy and Practice.

Subject Leader

- Develop if necessary an assessment policy for the subject in line with school policy
- Ensure schemes of work include clear learning objectives and a range of strategies for assessment within the subject.

- Ensure the focus within the classroom is upon assessment for learning.
- Check that assessment and marking procedures are implemented effectively.
- Develop consistency of judgements through agreement of standards and generating portfolios of moderated pupils' work.
- Analyse and interpret data with the subject team to monitor standards and set appropriately challenging targets.
- Use data to review the curriculum with the subject team.
- Ensure progress towards targets is regularly monitored.
- Report to the Leadership Team on standards.

Subject Teacher

- Implement assessment for learning within the classroom.
- Enable pupils to develop the skills of self-assessment.
- Identify pupils in need of support.
- Use the agreed range of assessment methods and techniques to gather and use information in line with school's policies.
- Record significant progress.
- Review evidence and finalise Teacher Assessment.
- Implement school based and/or national statutory tests/tasks.
- Contribute to departments' discussion on performance data.
- Report to parents – pupil progress, attainment, next steps.
- Ensure information is available for next teacher or school.

Developing Assessment for Learning in the Classroom

Building on research evidence and emerging practice, Government initiatives and guidelines on assessment are increasingly emphasising the ways in which assessment can actually improve learning, not just measure it.

This is assessment for learning, which is different from assessment of learning.

Teaching staff, led by the Deputy Headteacher will pursue a number of strategies to help develop assessment for learning within the school.

ROLE OF THE DEPUTY HEADTEACHER in LIAISON WITH OTHERS

Subject Leaders

- Supporting schemes of work and Departmental reviews
- Ensuring that portfolios include specific reference to assessment for learning
- Promoting appropriate assessment materials
- Identifying under-performing pupils
- Developing and reviewing target setting procedures
- Encouraging inter-departmental liaison especially on assessment for learning practice
- Providing support for subject teachers

Headteacher/ Assistant Headteacher/ Leadership Team inc Middle leaders

- Reporting on quality and consistency of implementation of assessment procedures
- Helping to determine statutory and other assessment related targets within the School Improvement plan (SIP) and reporting on progress
- Supporting data analysis and action
- Warning of changes in national/local Assessment Arrangements
- Advising on Statutory Requirements
- Making proposals for funding/purchases

Wider Community

- Informing parents – marking, NC Tests, report writing
- Liaising with external agencies, advisers, further and higher education

Middle leaders & Deputy Headteacher

- Training and support for individual review of pupils' progress
- Providing data for above
- Providing training on interpretation of data
- Identifying good assessment practice to share and disseminate

Assessment for Learning, Practice and Procedure

Aim

- To provide clear guidelines to the centres approach to assessment, recording and reporting
- To establish a coherent and consistent approach to assessment across all subjects and off-site provision
- To provide a system that is clear to learners, staff and parents/carers that promotes good learning and teaching

Introduction

Assessment encompass a wide range of activities, formal and informal, summative and formative. Summative assessment (external, internal exams, end of key stage assessment) has a place in providing a summary of achievement (assessment of learning) over a set time period. However, research evidence informs us that a robust formative assessment or Assessment for Learning (AfL) has the largest impact on motivation, attainment and achievement. AfL involves the continuous use of classroom assessment (a wide range of methods) to improve learning.

The following is an attempt to:

- Provide a structure which learners recognise
- Provide a practice model which is realistic and attainable for teachers in terms of workload
- Minimise the need for summative assessment

The policy provides a framework for all assessment practices throughout the centre and off site provision. Off-site providers will develop assessment policies and practices which are consistent with Compass policy. Schemes of Work and awarding bodies will specify assessment methods and opportunities.

Formal assessment at Compass Learning Centre

On entry, students complete a variety of assessments that, along with other information, provide a baseline for all further assessment:

- Baseline Assessment from GL
- Reading Assessment
- EHCP Assessment if required

This in turn, sets a pathway or flightpath of the impact that teaching at Compass has on the young person. This is recorded as APS points and is compared to 9-1 GCSE boundaries to give an accurate working at and target grade.

Tracking Student progress

Recordkeeping

Each subject teacher is responsible for maintaining up to date progress records of all young people. This information will inform the fixed assessment process

Fixed Assessment Point

Baseline and Interim

At Compass, all subjects have half termly data collection points where teachers record current attainment grades. These judgements are a measure of progress towards qualification/exam board criteria and in relation to their predicted target grade for the end of Year 11 and progress from their baseline assessment. This is the interim assessment and the grade is known as 'Working At' grade.

'Working At' Grades

This is a measure of current attainment. It must be informed by moderated assessments (against exam board criteria) of the young person's work.

In BTEC and other modular subjects the assessments should be based on modules completed to date or units achieved. In these subject, 'Working at Grades' are likely to give a good indication of the final result that the student will achieve. In other subjects with terminal examinations, working at grades will need to be interpreted by considering probable 'flight paths' for that subject and by comparing the student's attainment to their interim, end of year target.

Half termly targets are set in Sims, the data analysis from Sims Assessment forms track interventions.

Issues/Intervention/Impact

After each half termly data entry, teachers are required to complete the Post-Assessment Pupil Progress form (attached) to identify issues that are inhibiting or enabling progress. Strategies and interventions are assessed and new ones developed to enable students to improve their attainment. Factors for under achievement such as persistent absenteeism, poor behaviour or non-engagement should be recorded. This should inform discussions with SENCO, Headteacher, Deputy Headteacher and Leading Practitioner.

This information ensures that learners are placed on appropriate programmes of study. Teachers should constantly monitor learner understanding and progress through questioning, discussion and observation. What follows is an attempt to 'capture' formal assessment processes.

- Marking work regularly ensuring written and verbal feedback
- AfL strategies including questioning, verbal and written feedback, peer and self-assessment, exemplification all with reference to focused learning objectives or targets.
- Attainment will be assessed using criteria set out in exam specifications.
- Students should have the opportunity to develop their own understanding of different grades/levels and how to progress to the next one.
- Targets for Y10 and Y11 are based on information gained from entry assessment and subsequent assessments. These should enable progression at a rate of 0.7 points of progress per half term 3.6 points per year.
- Progress tracking will take place every half term and provide information to inform future planning and interventions.

So learners are supported to develop self-reflection skills, teachers should:

- Provide peer and self-assessment opportunities
- Explain the learning outcomes and their relationship to the learning objective

- Explain and model clear success criteria
- Support students to develop appropriate language to assess their own work
- Encourage learner reflection throughout the learning process
- Guide learners to identify the next step

Monitoring

- Work scrutiny will take twice a year and be evaluated using specific criteria
- All feedback will be recorded and assessed in accordance with the guidance for marking and will demonstrate evidence of AfL and will be monitored by SLT and Middle Leaders and through peer standardisation.

Assessment and Reporting Schedule

- The centre publishes the assessment calendar to all the provisions. This contains the deadlines for the data collection and reporting to parents/carers.
- The data is collated using SIMS
- Pupil Progress meetings will take place soon after where Teachers and Mentors discuss progress of individuals and plan support strategies.
- Progress review meetings will be held straight after that. Mentors will use the Pupil Progress document to inform and record that progress

Assessment for Learning Framework

Good Assessment for learning practice is much more than providing summative judgements on a learner's level or grade and the recording of this judgements. The table below summarises the key characteristics of Assessment for Learning. Key characteristics that we should all strive to incorporate into our daily practice and into every lesson.

Key characteristics of assessment learning	Teaching strategies
Sharing learning objectives with pupils	<ul style="list-style-type: none"> • Share learning objectives at the beginning of each lesson and where appropriate, during the lesson in language that pupils can understand • Use these objectives as the basis for questioning and feedback during plenaries • Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages planning.
Helping pupils to know and recognise the standards they are aiming for	<ul style="list-style-type: none"> • Show pupils work that has met criteria, with explanations of why. • Give pupils clear success criteria then relate them to the learning objectives. • Model what it should look like. Eg exemplify good writing on the board. • Ensure that there are clear, shared expectations about the presentation of work.
Involving pupils in peer and self-assessment	<ul style="list-style-type: none"> • Give pupils clear opportunities to talk about what they have learned and what they are finding difficult, using the learning objectives as a focus. • Encourage pupils to work/discuss together, focussing upon how to improve • Ask pupils to explain the steps in their thinking: 'How did you get that answer?' • Give time for pupils to reflect upon their learning.

Providing feedback which leads to pupils recognising their next steps and how to take them.	<ul style="list-style-type: none"> • Value oral as well as written feedback. • Ensure feedback is constructive as well as positive, identifying what the pupil has done to improve and how to do it. • Identify the next steps for individuals and groups as appropriate.
Promoting confidence that every pupil can improve	<ul style="list-style-type: none"> • Identify small steps to enable pupils to see their progress, thereby building confidence and self-esteem. • Encourage pupils to explain their thinking and reasoning within a secure classroom ethos.
Involving both teacher and pupil in reviewing and reflecting on assessment information	<ul style="list-style-type: none"> • Reflect with pupils on their work – for example, through a storyboard of steps taken during an investigation. • Choose appropriate tasks to provide quality assessment information (emphasis on process, not just the correct answer). • Provide time for pupils to reflect upon what they have learned and understood and to identify where they still have difficulties. • Adjust planning; evaluate effectiveness of task, resources, etc as a result of assessment.