

Assessment Policy

September 2020

Policy/Statement: Assessment Policy	Responsibility: MMO	Date Agreed: September 2020 Review Date: September 2021
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To be used with the following policies:	Named Responsibilities:
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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
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

- To gather information about the performance of individual children
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform progress measures as reported to the Local Governing Board (LGB)
- To ensure that the positive achievements of a child are recognised and the next steps are planned
- To ensure that barriers to learning can be identified quickly and appropriate intervention and support is given
- To systematically record the overall achievements of all children

The above will ensure the school operates a rigorous system for assessment, where a wide range of factors are triangulated in order to ensure the highest standards possible for all pupils. In addition, assessment supports teachers, Middle Leaders and the Senior Leadership Team in monitoring the effectiveness of teaching and learning.

4. Assessment approaches

At North East Derbyshire Support Centre we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. Our general practice is outlined below, however, it is not the purpose of this policy to specify the exact range of assessments and frequency of assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- Pupils 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

Formative assessment is used throughout the school to establish continuing development. At KS3, students are tracked against a skills-based mastery curriculum, as part of a thematic learning project. The KS3 tracker serves as a benchmarking and planning tool, and can be used to plan differentiated sequences of learning. Whilst summative assessment may be used in conjunction with the KS3 assessment tracker, pupils rely on continuous feedback and support, particularly where they have joined the school with a disadvantage, such as a knowledge gap. The KS3 curriculum, and therefore the tracker, segues into the KS4 curriculum. As such, the KS3 tracker is used to assess KS4 pupils

who are yet to have achieved the minimum requirements of their Level 1 and 2 qualifications. Generally at KS4, formative assessment is utilised as the main approach to assessment and feedback in the classroom.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils 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
- Pupils 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

Summative assessment is used in all three key stages and across all programmes. It enables the school to set defined points within the academic year and informs both academic and pastoral progress. In KS2, the Boxall Profile is used to measure the defined progress for pupils at risk of permanent exclusion, in collaboration with a pupil's mainstream school. At KS3 and KS4, pupils are generally assessed using formative assessment as set out above, however, at key points in the year, summative assessments will be used to triangulate pupil progress against the formative progress data.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally

Nationally standardised assessment materials will be used to establish benchmarks, both on entry to the school and in preparation for external examinations.

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.

5. Access to Fair Assessment

We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route. Our Assessment Policy is based on the concepts of equality, diversity, clarity, consistency, and openness. We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

5.1 We will:

- ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements
- ensure that all portfolio-based work will be assessed fairly against the qualification standards. Teachers involved with assessment will be fully trained
- ensure that internal assessments are carried out fairly, in accordance with the awarding body's instructions.
- Ensure that externally marked tests and exams will be conducted in accordance with the requirements of the awarding body.

5.2 Pupils can expect:

- to be fully inducted onto any new course and access information that can be shared with parents and carers via the school's online portal

- to be given appropriate assessment opportunities during a course, with feedback from teachers regarding the quality of the work
- that learning outcomes, performance criteria and expectations for learning and assessment are made clear at the start of the course. Such criteria will also be established with each assignment
- that all work will be marked within the time period stated when set

Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body.

5.3 Cheating and Plagiarism

A fair assessment of a pupil's work can only be made if that work is entirely the pupil's own. Therefore, pupils can expect an awarding body to be informed if:

- they are found guilty of copying or sharing information and answers (unless they are working jointly as part of a group project)
- they use an unauthorised aid during a test or examination
- they copy another pupil's answers during a test or examination
- they attempt to communicate with other pupils during a test or examination

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body.

If a pupil feels that they have been wrongly accused of cheating or plagiarism, they should be referred to the Internal Appeals Procedures Policy.

5.4 Access Arrangement: Reasonable Adjustments and Special Consideration

A candidate's access arrangements requirement will be determined by the school's SENCO in conjunction with external professionals and following consultation with a pupil's current mainstream school (where a pupil may be dual-registered).

The exams officer is responsible for:

- Ensuring there is appropriate evidence for access arrangements
- Submitting access arrangement applications to the awarding bodies
- Rooming for candidates with access arrangements
- Organising invigilation and support for access arrangements