

Assessment policy

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1. Aims

The aims of this policy are:

- To ensure a constructive and meaningful dialogue with pupils to ensure that progression, achievement and learning takes place.
- To provide clear guidelines for **all** on our approach to assessment and ensure that processes are manageable for staff and consistent across the school.
- To establish a consistent and coherent approach to recording assessment outcomes and reporting to parents/carers.
- Clearly set out **how** and **when** assessment practice will be monitored and evaluated

2. Principles of assessment

At Brookfield, we feel it is vital to:

- Assess all pupils on a regular basis and track their progress.
- Involve pupils in the process of assessment.
- Encourage pupils to understand **how** they can improve and make progress.
- Assess pupils **holistically**, taking into account gains in social skills, behaviour and resilience in line with our ethos. (**Holistic assessment** refers to the process of using multiple sources to continually gather information on a child's development, to provide feedback to support and guide learning.)
- Use the results of assessment to adjust teaching and provide timely **useful** intervention.
- Use assessment to inform curricular development.

3. 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](#).

As Brookfield is an SEMH school, we have also taken note of the guidance "Assessment in Special Schools and AP settings: a Challenge Partners best practice guide."

<https://www.challengepartners.org/sites/default/files/files/Assessment%20in%20Special%20Schools%20and%20AP%20settings.pdf>

4. Our approach to assessment

We believe effective assessment systems are those which:

- Give **reliable** information to parents/carers about how their child is performing.
- Allow **meaningful** tracking of pupils towards end of key stage expectations in the new curriculum.
- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling and **respond effectively** to this information.
- Consider the **whole child**.

Assessment that is **for** learning, as opposed to merely **of** learning, looks forward as well as back. Teachers who assess in this way are concerned **not** just to confirm what their pupils have learnt, but also to help their pupils and themselves understand what the **next steps in learning** should be and how they might be attempted. At Brookfield we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We believe that a traditional assessment of academic performance must be viewed alongside softer measures that acknowledge social development, improvements in dexterity, communication, engagement and capacity to learn.

We use 4 broad overarching forms of assessment: baseline assessment, day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

5. Assessment in action

5.1- Baseline assessment- Starting points

In order to plan, teach for and measure learner progress, teachers need a clear understanding of starting points and accurate strategies to monitor performance. These strategies should be underpinned by school-wide policy, particularly where data is concerned and they should review performance in a variety of ways to allow for comparisons that verify any judgements that are made. This is critical where learners have specific needs that render mainstream summative measures ineffective.

“Baselines tell us about prior learning upon which we can build progress, tracking gives us the tools to analyse our measures and triangulation allows us to compare and validate related performance”. (FLÓREZ & SAMMONS, ASSESSMENT FOR LEARNING EFFECTS & IMPACT, 2013)

At Brookfield, we are mindful that many of our pupils did not sit KS2 assessments and therefore we use GL Assessments to baseline all pupils on entry. This gives us an accurate picture of where pupils are and allows us to target set in a realistic way and deliver appropriate intervention. (see 13.Pathways Rationale) In addition, we complete phonics screening, reading tests and other relevant screening to inform targeted intervention. We also use Snap B to baseline assess pupils behavioural and emotional needs in order to allow our ELSA and other key staff to provide targeted intervention and support.

5.2 In-school formative assessment- Assessment for Learning

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/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

How?

Marking and feedback-Green pen marking and school stickers

Marking should include:

- Clear comments about what has been done well **related to objectives of the task set.**
- Improvements for how to move learning forward (evidence suggests that no more than two or three areas for improvement should be identified)
- Suggestions on **how** the improvements can be made
- Clear, legible and easy to understand comments
- Literacy – following agreed literacy policy/markings symbols
- Presentation of work – whole school expectation of standard (blue/black pen, underline titles, date)
- Evidence of a level/grade/performance measure – standardised within department and on agreed pieces of work. (thermometer school stickers)

(NB: We take into account that evidence suggests that giving marks or grades tends to have a negative effect, even when accompanied by helpful comments. Use of marks/grades have been found to make high achievers complacent and distract from any written advice & they also can reinforce low achievers' sense of failure. However, they are needed to assess progress so it must be clearly understood by pupils (and parents/carers) when they are used and what they are being used for eg. teachers' mark sheets and for formal reporting.)

- Verbal feedback- may include: feedback stamp in books with pupils writing what feedback they have been given; learning conversation record sheet for pupils to record feedback on specific pieces of work. Verbal feedback can be from teachers, learning support assistants and other pupils. (It is not always necessary that this is recorded but can assist pupils and teachers on keeping track of the feedback given and when it has been responded to.)
- Self-assessment opportunities – reflections on performance & against clear criteria. Best practice incorporates use of a different coloured pen so this can be seen easily.
- Peer-assessment opportunities against clear criteria and following effective feedback system of positive comments and suggestion for improvement e.g.- 2 stars and a wish

- Response to feedback-Pupils must be encouraged to respond to feedback so that this becomes a dialogue which actively supports learning. At Brookfield, pupils respond in **purple pen** during DIRT (Dedicated Improvement and Reflection Time).

5.3 In-school summative assessment- (Assessment of Learning)

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/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

How?

- Formal data is collected at key times during the year to inform progress, assist in writing formal reports and allow for intervention strategies to improve achievement. Part of this data is formulated by using information gained from using the results of **KEY SUMMATIVE ASSESSMENTS**.
- At KS3 formal data is collected and reported 3 times a year for Core Subjects and non-core subjects. This data is used to generate a subject specific working at level. At KS3 a variety of summative assessments will be used where appropriate.
- At KS4 formal data is collected and reported 3 times a year in all examination subjects and is used to generate a subject specific working at grade (these are not predicted grades). Key summative assessments can take many forms, and this is up to each curriculum area to decide on a common approach across the department. At KS4 this is likely to reflect the format for each individual courses' final assessment (examination, controlled assessment, practical work, portfolio etc).
- Key summative assessments are standardised and moderated by departments.
- A variety of assessment evidence should be used to form a judgement when recording assessment data at required points. This should be standardised within each department. As a small special school, we only have one specialist for each core subject so care must be taken to ensure standardisation is accurate. To this end, we liaise with other special school leads and LA Subject advisers.

Tracking progress.

Tracking in special schools should summarise the impact of the wider curriculum. A traditional assessment of academic performance must be viewed alongside softer measures that acknowledge social development, improvements in dexterity, communication, engagement and capacity to learn. Critically, having agreed a set of measures, teachers should be using these metrics to test the quality of teaching and the curriculum, to track the progress of individuals and

groups, to plan and analyse interventions where progress is inadequate and to hold themselves and the wider school to account.

At Brookfield, all subjects track progress on a combined progress tracker. This allows Curricular Leads and SLT to keep an eye on pupil progress and support and challenge where necessary.

5.4 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/carers** to understand how pupils are performing in comparison to pupils nationally

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

6. Collecting and using data

Data is collected formally once a term on the Master Tracker (in accordance with Ofsted guidance). Staff input the data which is then analysed by subject leads and SLT. This then informs intervention and support. Although used in annual reports and reviews, we are mindful that a level or grade does NOT tell the whole story and ensure this is supported by teacher comments and context.

7. Reporting to parents/carers

Assessment data will be reported to parents/carers through annual reports, parent/carer review days and as part of the Annual EHCP Review process.

Annual reports to parents/carers will include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum (including 'softer' skills such as emotional regulation), highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- Behaviour scores (Class Charts)
- The pupil's attendance record including:
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade
- Details of any vocational qualifications or credits towards any such qualifications gained

8. Inclusion

The principles of this assessment policy apply to all pupils.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' learning needs and any requirements for support and intervention. (Via SLT Scrutiny and PDSI team meetings)

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

9. Training

It is vital that teachers keep up to date with developments in assessment practice and are able to develop and improve their practice on a regular basis. Brookfield has a strong commitment to CPD and, to this end:

- We ensure good understanding of assessment and assessment practice among all teachers through their attendance at network meetings and access to external and internal training. (This will be monitored by the Deputy Head/Poulton Lead.)
- Opportunities will be made for practice to be shared and developed through teacher meetings.

10. Accountability and Monitoring

The policy is monitored by SLT and Lead Teachers through work sampling at least once per term using a standardised monitoring form (Blue Sky) following the principles of the policy. Feedback on this process is via Lead Teachers and SLT. Common areas for improvement are built into staff training and CPD opportunities.

This policy will be reviewed annually by the Deputy Head/Poulton Lead. At every review, the policy will be shared with the governing body.

All teaching staff are expected to read and follow this policy. The Deputy Head/Poulton Lead responsible for ensuring that the policy is followed.

The Deputy Head/Poulton Lead will monitor the effectiveness of assessment practices across the school, through: Book scrutiny once per term, lesson observation in line with our policy, discussion with Curricular Leads and pupil feedback.

11. Summary of Roles and Responsibilities

Pupils

Pupils are responsible for ensuring that they act on the feedback given to improve their learning. Time will be dedicated to make these improvements (DIRT time) within lessons where appropriate.

Class Teachers

Class teachers will:

- Grade/level **key** summative assessments and any other summative assessments that generate a current grade or level.
- Complete key summative assessments as per departmental procedures to enable you to report levels/grades for data capture points e.g.:

KS3 – 3 times per year .(in line with Ofsted framework)

KS4 - 3 times per year. (in line with Ofsted framework)

- Ensure that each student receives personalised curricular targets after every formal assessment on what they need to do to access the next grade/level. **This must take the form of a LEARNING CONVERSATION and be recorded in green in pupil books/files.** Time **must** be built into lessons to allow pupils to respond.
- Analyse summative assessments for their classes to inform short/medium term planning.
- Mark books/files in line with departmental planning using the marking and feedback stickers in **GREEN**. Build in opportunities for pupils to respond.
- Provide samples for book scrutiny as per QA calendar.
- Complete comments and grades for Annual Reports to parents and EHCP reviews.

Curricular Leads

- Ensure they customise this process to fit in with their departmental needs.
- Ensure the customised process is implemented by all members of their curriculum area. Monitor this within the department via book scrutiny and in departmental meetings.
- Facilitate support programmes for any members of their area who may need it in liaison with Deputy Head/Poulton Lead.
- Ensure summative assessments are moderated to ensure a consistent approach.
- Ensure progress data is analysed to inform long term planning and intervention.
- Take part in calendared book scrutiny to monitor marking and feedback and quality of curriculum targets.

SLT

- Review the strength of evidence for the curriculum areas they line manage and support them when necessary.
- Monitor and review progress data and discuss and support intervention strategies
- Ensure consistency through department focused work sampling conducted with Curricular Leads.
- Conduct random sampling of pupils work across subjects and year groups in the school and provide feedback to Curricular Leads and departmental support when necessary.

This should take into account the different curriculum areas, schemes of work and departmental planning for assessment.

Deputy Head/Poulton Lead

- Organise and implement a programme of CPD to address staff training and development needs as identified by the monitoring process and following feedback from subject leads, teaching staff, LSA's and pupils.
- Review policy annually and amend where necessary.

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

12. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Teaching and Learning policy
- Marking and Feedback policy

13. Pathways Rationale

Pathways

All pupils will achieve qualifications in English, Maths and ICT at an appropriate level. This will be decided by SLT based on baseline testing and predicted grades. They will also choose from a range of other qualifications, both academic and vocational.

Pupils will then, in discussion with parents and the pupil, embark on a suitable pathway, based on levels, engagement, attendance and future plans Post-16.

This pathway will be bespoke for every pupil in order to give them the best possible chance of success.

Pupils will be allocated a pathway for based on their GL Assessment baseline which predicts an end of KS4 result based on baseline. These routes are based on GCSE 9-1 grading but can be adjusted based on turbulence factors such as attendance, time at school, below functional literacy or numeracy and ACE score. Due to the low starting points of some of our pupils we have mapped the lower pathways to Entry Levels so plug the pre-Grade 1 gap to avoid pupils being on working towards Grade 1 for the entirety of their school career. Each pupil then has a target for the end of each academic year based on their route.

This enables us to:

- Track pupils above, on or below target.
- Provide targeted intervention based on this tracking.
- Have challenging dialogue with teachers as part of line manager meetings.
- Ensure aspirational targets.

Routes based on GL predictions.

<p>Pathway EL1</p> <p>Year 11-EL1/ Y7S Year 10-Yr6s Year 9-Yr5s Year 8-Yr4s Year 7-Yr3s</p>	<p>Pathway EL2</p> <p>Year 11-EL2/ Y8S Year 10-EL1/ Y7S Year 9-Yr6s Year 8-Yr5s Year 7-Yr4s</p>	<p>Pathway EL3</p> <p>Year 11-EL3/ Y9S Year 10-EL2/ Y8S Year 9-EL1/Y7S Year 8-Yr 6s Year 7-Yr 5s</p>	<p>Pathway 1</p> <p>Year 11-1+ Year 10-EL3/ Y9S Year 9-EL2/Y8S Year 8-EL1/Y7S Year 7-Y6s</p>
<p>Pathway 2</p> <p>Year 11-2+ Year 10-2- Year 9-1+ Year 8-EL3 Year 7-EL2</p>	<p>Pathway 3</p> <p>Year 11-3+ Year 10-3- Year 9-2+ Year 8-2- Year 7-1+</p>	<p>Pathway 4</p> <p>Year 11-4+ Year 10-4- Year 9-3 Year 8-2+ Year 7-2-</p>	<p>Pathway 5</p> <p>Year 11-5+ Year 10-5- Year 9-4 Year 8-3 Year 7-2</p>
<p>Pathway 6</p> <p>Year 11-6+ Year 10-5+ Year 9-4+ Year 8-3+ Year 7-2+</p>	<p>Pathway 7</p> <p>Year 11-7+ Year 10-6+ Year 9-5+ Year 8-4 Year 7-3</p>	<p>Pathway 8</p> <p>Year 11-8+ Year 10-7+ Year 9-6+ Year 8-5 Year 7-4-</p>	<p>Pathway 9</p> <p>Year 11-9 Year 10-8+ Year 9-7 Year 8-5+ Year 7-4</p>

Example pathway report for discussion on termly Parent Review Day



	 Below target	 On target	 Exceeding target
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Brookfield School Progress Review

Pupil name: _____ Pathway: **3**
 Year _____ group: **9**



