



Bailey Street Alternative Provision Academy Assessment Policy

Written: 1st September 2021

Updated: New Policy

Review Date: 1st September 2022

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This policy will be reviewed in full by the Governing Body on an annual basis. This policy was written on 1st September 2021 and ready to be agreed by the governing body. It is due for review on [1st September 2022].

Signature:

Assessment Coordinator – Susan Phung

Date: 01/09/2021

New policy written to support the assessment and data processes of Bailey Street AP Academy September 2021.

Statement of Intent

At Bailey Street Alternative Provision Academy, we believe that a comprehensive assessment strategy is essential in order to facilitate teaching and learning.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the assessment process.
- Ensuring pupils have individual and aspirational targets.
- Regularly monitoring attainment and progress.
- Acknowledging achievement.
- Providing equal opportunities for all.

1. The Principles

Using the principles and processes of assessment, our aim is to:

- Inform pupils of their progress.
- Celebrate the achievements of our pupils.
- Use assessment to guide planning, teaching, and curriculum development.
- Monitor progress and support.
- Communicate with parents/carers about our pupils' achievements.
- Comply with statutory requirements.

3. Rationale

The process of assessment is central to helping pupils to progress and fulfill their potential from their starting point at Bailey Street. It is also necessary to find provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

Assessment should be integrated into teaching strategies, so that process can be monitored and barriers to learning can be identified at pupil, group, class and/or whole-school level. The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

4. The Legal Framework?

Our assessment systems are free from bias, stereotyping and generalization and in relation to gender, class and race. Our assessment and procedures are also compliant with the SEND Code of Practice. ????

5. Key Roles and Responsibilities

Sonia Lockett, the **Headteacher** is responsible for handling any complaints regarding this policy.

Scott Cooksey, **Deputy Headteacher**, is responsible for updating the senior leadership team on the effectiveness of the provision, using national and school level assessment data.

Susan Phung, **Assessment Coordinator**, is responsible for collecting and interpreting assessment data, and providing staff with training in identifying pupils and potentially at risk of not meeting targets.

Samantha Royle, **SENCO**, is responsible for maintaining the SEND register, coordinating individual support, handling pupil records received from mainstream schools, reviewing personal learning plans and managing statutory assessment.

Class teachers are responsible for setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers.

All staff are responsible for following the Assessment Policy. They are also responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENCO and Headteacher.

Pupils are expected to engage in the assessment process by always trying their hardest in both formative and summative assessments, and by following exam regulations specified by examination boards.

6. Formative Assessments

Bailey Street acknowledges that assessment on a day-to-day basis will take place in a range of different ways for different subjects. However, all assessment will embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson. Assessment carried out in the class from day to day will always be either linked to the success criteria set out for that particular lesson, or on basic skills that are non-negotiable, and therefore expected for that pupil's age or ability.

Types of assessment carried out include (but are not restricted to):

- Verbal feedback
- Written feedback
- Self-assessment
- Peer assessment

7. Summative Assessments

Summative assessments are used to assess what a pupil can do at a particular point in their learning journey. Performance in summative assessments will be measured against age-related expectations. Formal assessments are used across the school, at the end of learning units or at key points within the year. Summative assessment

schemes are used to ensure a consistent approach, as well as to ensure a judgment that has been standardised. This is coordinated by the subject leader in order to ensure that is completed at the same time across the school.

Examples of summative assessments that are used by Bailey Street are:

AQA assessments

OCR assessments

NCFE assessments

Accelerated Reader

8. Target Setting

Pupils joining the school completed 'Baseline' diagnostic assessments upon entry. These will inform the teacher when setting learning goals for any given pupils. Through formative and summative assessments, pupils' performance is assessed and tracked using Arbor. Samantha Royle will work with class teachers to set individual learning targets for pupils on the SEN register. All targets set for pupils will be shared with pupils on a regular basis during lessons, as well as with parents through Pupil Progress Review meetings.

9. Tracking and Reviewing Progress

Formative and summative assessment milestones are recorded electronically using Arbor. Using this information the class teacher will then make a professional judgment on whether the pupil's progress has moved forward. The class teacher then uses this information to review attainment and progress and put intervention into place where necessary. This is monitored by Scott Cooksey and Susan Phung through Pupil Progress Meetings. The school's data as a whole is collected, analysed and reviewed by the Deputy Headteacher and Assessment Coordinator on a half termly basis. This information is used to inform Pupil Progress Meetings and therefore impact pupil performance.

Pupil progress meetings for each class are scheduled to be completed half termly. The purpose of these meetings is to:

- Review the impact of any prior actions set.
- Review the attainment and progress of all pupils.
- Identify and monitor cohorts of pupils that are underperforming.
- Identify barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, Pupil Premium, EAL and SEND factors
- Select intervention strategies to implement as a team to tackle barriers to learning
- Create short-term actions to combat any barriers to learning, to close gaps and bring underachieving pupils in line with others.

10. Marking and Feedback

Marking of pupils' work will follow the **Marking and Feedback Policy**.

11. Standardisation and Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues during PPA sessions.
- Moderation of work within line management meetings.
- Moderation of working within year groups across academy schools.
- Partnerships with colleagues from other schools within the local area.

Portfolios of moderated work are kept securely in a locked archive room.

12. Reporting

Records promote and ensure the following:

Information for parents/carers

Targets and actions for pupils

Opportunities for discussion with parents/carers

A written report for each pupil is sent to parents/carers annually during the Autumn and Summer Term. Reports outline pupils' progress in the core and foundation subjects of the national curriculum. Teachers make comments on the attainment of each pupil in terms of national age-related expectations.

13. Boxall Profile

Boxall assessments and the school behaviour tracking system are used to monitor the progress of pupils with SEMH needs. Targets that arise from Boxall assessments are monitored on a daily basis by staff that work closely with the pupils.

14. Relevant Policies

This policy also links to the:

Behaviour Policy

Marking Policy

Exams Policy