



ASSESSMENT AND ACHIEVEMENT POLICY

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BEVERLEY SCHOOL – ASSESSMENT AND ACHIEVEMENT POLICY

INTRODUCTION

The purpose of this policy is to make explicit how the teaching team records and evaluates students' progress and achievements both academic and non-academic. All members of staff are expected to be familiar with the policy and to apply it consistently.

THE NEED FOR A POLICY

It is important that the teaching team are able to measure and record the progress a young person is making in all curriculum areas. This helps staff to be able to plan appropriately for their next steps and gives evidence of prior learning should that student move to another class or another school. All staff should take an active involvement and develop awareness of the stage that students in their care are at, and be able to provide planning and learning experiences to advance the student whilst in their care. Assessment in this case takes many forms and this policy highlights the ways in that the school records, measures and recognises progress and achievement. It is also important that we view the students in a holistic way and record and recognise the progress made in non-academic areas as this is crucial to their development. Progress and achievement is everybody's responsibility.

THE PRINCIPLES THAT GUIDE THE SCHOOL'S APPROACH TO ASSESSMENT AND ACHIEVEMENT

Assessment should:

- Be manageable for the teaching team
- Relate to the programmes of study and stage that students are at
- Involve summative and formative assessment
- Allow for staff to understand where the pupil is and how they can move them forward
- Allow for staff to record achievements that are both academic and non-academic
- To provide a consistent procedure for new students baseline assessments and the use of that data
- To enable aspirational targets to be set and evaluated against
- Inform future planning
- Support feedback informally and formally
- Enable pupils to gain confidence on their approach to accreditations
- Provide meaningful feedback for parents as to how their child is progressing in both an academic and non-academic way.

Research has shown that effective use of assessment involving STAs and the student themselves, as documented in this policy, has a significant impact on raising achievement and developing confidence and self-esteem.

ASSESSMENT CYCLE AT BEVERLEY



Summative Assessments

EHCP Targets

At the annual review, key stage outcomes are discussed and yearly short term targets are agreed. The outcomes are based around the Preparation for Adulthood Headings of Employment, Friends, Family and Community, Independence and Good Health. These short- term targets are set and reviewed termly using the SOLAR assessment tool. These targets are discussed in timetabled class meetings to ensure progress and achievement throughout the school year.

Standardised Assessments

Twice yearly students will take assessments, dependent on applicability and accessibility of these assessments, to validate and provide a measure of progress in nationally recognised standardised tests. These tests, where appropriate, will be delivered to new students to the school at whatever level to provide a baseline for staff. This baselining will take place when it is deemed that the student has settled enough to demonstrate their ability.

Teacher Assessment

Teachers will assess using SOLAR (a secure online assessment tool tracker). This data will be analysed throughout the year. Weekly class progress meetings are held to continuously adapt planning to support student progress and mastery. Termly Assessment Weeks are timetabled.

External Exams and Accreditations

Phonics tests will be administered to students in year 1 and year 2 as appropriate. SAT examinations and the Year 4 multiplication test will be given to students when deemed appropriate. Where appropriate students in Key stage 4 and 5 should be working towards appropriate qualifications. This should take note of prior learning and potential career choices. Students should continue to develop their confidence and self-esteem through opportunities to practice and prepare for examinations. Pathways within core subjects should allow for pupils to achieve a nationally recognised qualification at an appropriate level.

Formative Assessment

Formative assessment of students happens within the classroom and within books including the following:

Questioning

Teaching staff and STAs use questioning to ascertain the level and depth of understanding of each student. All staff use questioning in many different ways according to the complex nature of the students within the class

All staff within the classroom have responsibility to ensure they are aware of how questioning is used and the targets students are working towards both academically and at a personal level.

Marking

This should be done in line with school marking policy (see Marking Policy).

Feedback

Feedback is an integral part of the development of our students' development both personally and academically. Feedback is given verbally and written reflecting the needs of the pupils and the level of understanding. Feedback is also used to enable new

learning opportunities or opportunities for pupils to reflect on their learning and make progress.

Holistic Assessments

EHCP Preparation For Adulthood

Achievement towards EHCP targets are celebrated within classes when pupils achieve in areas outside of the sphere of the NC and vary according to the stage of each student. EHCP Preparation for Adulthood Displays Boards are in each class with student targets displayed. Recognition of achievement is acknowledged and celebrated.

DATA COLLECTION

Data collection and analysis takes place three times a year in calendared assessment weeks. Meetings with key stage leads and teachers discuss student progress and achievement. Class teams also have allocated time weekly to discuss student progress. Where there is a concern, planning and interventions can be weaved into students timetables. There is dedicated EHCP time on the timetable to close learning gaps and support student progress academically, and in EHCP outcomes.

Subject specialists in KS4 and 5 have review meetings every September to review external exam results and set accreditation pathways for the current year. Tracking will take place on accreditation sheets and progress will be monitored on a termly basis. Predicted grades will be collected in October and reviewed on a termly basis by specialist staff. Progress towards these target grades will be reviewed and interventions put in place as necessary.

Formal analysis of progress using SOLAR takes place at the end of each academic year and is reported and challenged by governors at the Raising Achievement meeting in Autumn term. These targets reflect the ipsative progress that students make from their starting points. This data is used to inform class teachers and interventions.

REPORTING TO PARENTS

In EYFS parents will be informed on the seven areas of Development Matters in an age band. In Key Stage 1, 2, 3 and 4 parents will be informed of their child's progress through the SOLAR tracking in English and Maths. In Foundation Subjects parents will be informed of the level their child is working at in the National Curriculum (where appropriate) In KS4 and KS5 parents will be informed of the progress their child is making towards accreditation.

In Annual Reviews parents will be informed of the achievement towards EHCP outcomes, based around the Preparation for Adulthood Headings. This progress will also be reported on in the end of year reports.