



*Elmley Dray
School*

Assessment Policy

The purposes and principles of assessment

Ensuring assessment immediately and directly evaluates and progresses learners' skills, knowledge and understanding helps to create a virtuous circle of teaching, learning and assessment.

Teachers, Tutors and Teaching Assistants assess learners' understanding of a concept or topic and identify progress and attainment - developing, mastery, misconceptions or gaps. This informs staff what to focus on in future lessons and prompts consideration of how the teaching approach can be adapted to improve learners' understanding. In addition to curriculum coverage our application of questioning techniques and pastoral support enables us to facilitate both the acquisition of behaviours for learning and problem-solving skills.

This, in turn, informs the Tutor's, Teacher's or Teaching Assistant's thinking about which assessments to use to evaluate whether the approach has been effective - good teaching and assessment work in parallel to continually reinforce learning and generate continuous improvement.

At Elmley Dray School our purpose is to create flexible individualised programmes of learning support for children and young people who, for a multiplicity of reasons, have arrived at Elmley Dray School having been unable to effectively access mainstream educational provision. Consequently, at enrolment and beyond, our assessment tools are used to assess gaps in learning and to build an individualised learning plan to enable the learner to realise their potential.

The overriding principle of good assessment is that it should be tied to its intended purpose. There are three main forms of assessment each with its own purpose:

- Day-to-day in-school **formative assessment** used by Teachers, Tutors and Teaching Assistants to evaluate pupils' skills, knowledge, understanding and attitudes on a daily basis and to tailor teaching and learning accordingly. This is a reciprocal, active process and includes: recap and/or initial assessment at the start of lessons; affords opportunities for learners to recall information; observation and questioning that advocates teaching staff to notice and adjust; and mini-plenaries and immediate feedback that target, challenge and enable learning and progress throughout lessons.
- In-school **summative assessment** which enables the school to evaluate at the end of a period of teaching how much a pupil has learned - what they now know and can do. This includes end-of-unit assessments, assessment platform sessions (Skills Forward and BSquared) and formal assessments across the year in assessment windows.
- **Formal examinations and assessments.** At Elmley Dray School this includes Functional Skills; GCSEs; vocational qualifications; certificates, awards and qualifications related to personal and social development; and certificates, awards and qualifications awarded by external providers including sport & leisure and vocational subjects.

Principles for Assessment

- Assessment is at the heart of teaching and learning. It provides guidance to teaching and learning along with the opportunity for pupils to create and explore links across their experiences and learning. It also provides opportunities for learners to demonstrate and review their progress
- Assessment is fair. It is inclusive of all abilities and free from bias towards factors that are not relevant to what the assessment intends to address.
- Assessment is consistent, honest, open and transparent to all and judgements are moderated to ensure accuracy. Judgements are formed according to common principles and / or formal standards and understood by all.
- Assessment is ambitious, places achievement in the context of national expectations and embodies a pathway of progress and development for each learner to both realise their potential and their transition pathway on to employment or further education or training.
- Assessment is appropriate, clearly stated and draws on a wide range of evidence to provide a complete picture of pupil progress and attainment.. It

should demand no more procedures than are practically required to plan future learning.

- Results are compared with other similar schools locally and nationally.
- Assessment outcomes provide meaningful and understandable information for:
 - Learners in developing their learning
 - Parents / carers in supporting their child / young person with their learning
 - Staff in planning teaching and learning
 - School Management and the Executive Board in planning for, evaluating and allocating resources.

Forms of Assessment at Elmley Dray School

Formative Assessment (Assessment for Learning - AfL)

Formative assessment is a powerful way of raising learners' achievement. It is based on the principle that learners will improve most if they understand the aim of and targets for their learning, where they are in relation to these aims and targets and how they can achieve them.

Formative assessment:

- Assesses the performance of the learners at all stages of the lesson adapting and refining the learning process where necessary
- Provides learners of all abilities the opportunity to learn through recalling information and asking and answering questions that progress to higher-order thinking
- Ensures questioning challenges, extends and supports the thinking of all learners
- Identifies learners with particular needs so that any issues can be addressed in subsequent lessons and any appropriate intervention can be organised in the interim
- Supports the adjustment, scaffolding and differentiation of learning activities and plans to meet the needs of all learners.
- Encourages learners to self-assess and to evaluate their progress so that they understand their next steps and how they sequentially build on learning
- Actively involves learners in the process of setting and reviewing individual, challenging targets on a regular basis
- Supports learners to evaluate their own work against success criteria based upon specific, key learning objectives

- Promotes feedback and marking that it is constructive, informative and is centered around individual learners making progress and acknowledging their learning journey
- Assess subjects half termly using a common format and make relevant comments about pupils' progress, especially those working below or above the national average
- Assess reading by reading regularly with every child and encourage daily reading at home
- Provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and school in supporting children's education
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Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents / carers and staff of a learner's attainment and progress. It also informs whole-school target setting and prediction of future attainment.

Summative assessments:

- Identify attainment through one-off standardised tests at any given point in time
- Provide learners with information about their acquisition of knowledge, skills and understanding of a topic or course of work taught over a period of time. Provide feedback on how learners can continue to improve
- Record performance in a specific area on a specific date, inform gap analyses and indicate trends
- Provide age-related standardised information
- Provide end of year and end of key stage test data for school evaluation purpose
- Provide parents / carers with information about the achievement, progress and wider outcomes of their children across a period of time
- Provide school leaders with information to monitor the performance of learners, to identify where interventions may be required and to work with teachers to ensure learners are supported to achieve suitable progress and expected attainment

At Elmley Dray School we:

- Follow an assessment cycle using formal live and mock tasks alongside teacher assessment and assessment platforms Skills Forward and BSquared
- Transfer this data on to subject trackers and the Learner Progress Review Tracker where it is challenged and reviewed alongside interventions and IEP

targets at set intervals. This is undertaken by staff involved with both the learning and pastoral support of learners as part of the process of setting learner targets

- Use Pupil Profile folders to record evidence of progress and achievement for each learner
- Use some standardised tests such as the Salford Reading test
- Analyse the data and review targets for individuals and groups. In addition to using the information to identify intervention strategies
- Communicate information to stakeholders - including SLT, Directors and Professional Advisory Team (Governing Body)
- Work with colleagues across schools who work with Trinity Arts Award, London and ASDAN Awards and Certificate Schemes to moderate work and assessment judgments
- Link in partnership with other specialist provisions including ALP and Life Skills Manor
- Complete formal internal and external moderation of external qualifications
- Analyse data at the end of the academic year to track 'value added' progress made by groups of pupils and individuals
- Staff use the outcomes of assessments to summarise and analyse attainment and progress for their pupils
- Staff use data to plan the learning for every pupil to ensure they meet or exceed expectations
- Staff and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at a particular risk at Elmley Dray School are making progress and that all pupils are suitably stretched
- Assessments analysis to help analyse the attainment and progress of the pupils and findings reported to parents and Directors

Nationally standardised summative assessment

- Provides information on how pupils are performing in comparison to pupils nationally
- Provides parents with information on how the school is performing in comparison to schools nationally
- Helps teachers understand national expectations and assess their own performance in the broader national context
- Enables school leaders, Directors and the Professional Advisory Team (Governing Body) to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness

- Allows the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making
- Provides a starting point for Ofsted's discussions with schools when making judgements about their performance, as part of Ofsted's wider judgements of a school's overall effectiveness

Arrangements for ensuring competency and confidence in assessment by staff

At Elmley Dray School we are committed to continued professional development for all staff.

- There is at least one Certificate of Competence in Educational Testing (CCET) Trained Member of staff to support with the range of standardised assessments for learners.
- Teachers and Teaching Assistants are trained in the use of standardised assessments.
- Moderating meetings for all staff on assessments and progress
- Monthly supervision meetings provide for continued development
- Staff meetings provide continued development for all staff
- When appropriate external agents provide training for appropriate staff such as CCET.

Reporting to parents/carers

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports are written so that they have a positive effect on learners' attitudes, motivation and self esteem.

At Elmley Dray School we:

- Provide opportunities for parent consultation evenings each year so that parents/carers can discuss their child's attainment and progress and overall performance at school
- Provide end of year written reports which include results of assessments and will give information relating to progress and attainment
- Discuss learner progress at the request of parent/carer by appointment
- The Head of School is also available for informal consultation

Arrangements for the governance, management and evaluation of assessment

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit. This policy will be revised in line with the School Development Plan targets about achievement and will point the way to any future learning objective. For those learners with an Education Health and Care Plan, Teaching Assistant review reports are also provided on a termly basis.



Hayley Furnell, Director,
on behalf of Elmley Dray School
Dated: September 2024
Next review: September 2025