

Assessment policy

Tudor Lodge Therapeutic School



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Policy Aims and Objectives

At Tudor Lodge we endeavour to support all pupils in making better than expected progress and raise confidence and self- esteem. We see assessment as central to this. This policy has been designed to help the school to meet their statutory duties relating to assessment. This policy is written in line with all subject based policies, the Early Years Policy, the Marking and Response Policy and takes into account the Department of Education Report from the Commission on Assessment without Levels. The aims of our policy and practice in this school are:

- To ensure children progress, knowing their achievements and what they need to do next.
- To allow children to be involved in their own learning.
- To internally track pupils for attainment and progress
- To ensure staff have a consistent vision of assessment in our school.
- To support parents in beginning to understand how well their child is doing compared to age related expectations.
- To support staff in maintaining and raising the standards of achievement, and attainment, for all our pupils over time
- To ensure teacher planning is amended in order that the teaching and learning meets the needs of all pupils.
- To define clear responsibilities in relation to assessment
- To provide clear definitions and purposes for different types of assessment
- To ensure the legal requirements for assessing and reporting can be met.

**The development of this policy has involved due regard to the requirements of the Equality Act 2010*.*

Executive Summary

This policy has been designed to support the school in meeting its statutory duties relating to assessment. The policy applies to all pupils and has specific implications for:

- The Full Governing Body.
- The Education Standards and Achievements Committee
- The Headteacher
- All staff members
- Parents

Staff should ensure that they are familiar with the Assessment Policy and that they understand and use it. Compliance with the Policy will be monitored by termly Assessment Reports to the Senior Leadership team and the Full Governing Body.

Rationale

Tudor Lodge will be following the national curriculum. The policy refers to the recommendations in the Final Report of the Commission on Assessment without levels. Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014. This policy refers to: The recommendations in the final report of the Commission on Assessment without Levels.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/918928/NFER_AWL_report.pdf

Scope

This policy applies to all pupils and has specific implications for:

- The Full Governing Body (FGB)
- The Headteacher
- All staff members
- Parents
- Pupils

Principles At Tudor Lodge

We see assessment as an integral part of teaching and learning, and it is inextricably linked to the curriculum. We will use three broad overarching forms of assessment: day-to-day in school formative assessment, in school summative assessment and the nationally standardised summative assessments. At the core of this policy is the recognition that high quality formative assessment will have a greater impact on rates of pupil progress than too frequent summative assessments. Formative Assessment is not just assessment that involves more than only marking and feeding back judgements. It is bound into the next steps, looks forward as well as back, and is closely allied to forward planning. It should be recognised that by making effective use of pre-task assessments the school can ensure that the curriculum a child receives is matched to their next steps in learning. In this way pupil's learning will be embedded and rates of progress will be accelerated through the curriculum due to high expectations.

This policy intends to:

- Make clear our vision of the role of assessment as part of teaching and learning in our school.
- Provide clear guidelines for the implementation of the policy.
- Make transparent the procedures in place for monitoring and evaluating assessment practices.
- Define clear responsibilities in relation to assessment.
- Provide clear definitions and purposes for different types of assessment in this school.
- Enable individual pupils to make progress in their learning.
- Relate to shared learning objectives.
- Be underpinned by confidence that every child can improve.
- Help all pupils to demonstrate what they know, understand and are able to do.
- Include reliable judgments about how learners perform, related, where appropriate, to national standards
- Involve both teachers and pupils reviewing and reflecting upon assessment information.
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these.
- Enable teachers to plan more effectively by using assessment outcomes to develop next steps.

- Provide us with information to evaluate our work, and set appropriate targets at whole school, class, and individual pupil levels.
- Enable parents to understand and be involved in their child's progress.
- Ensure that our practices in this area are fully inclusive.

Policy Standards

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 focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. Formative assessment takes place on a daily basis and is integral to teaching and learning. Peer and self-assessment are encouraged throughout the school.

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 Parents to stay informed about the achievement, progress and wider outcomes of their child across a period of time This gives a broader view of progress for the teacher and learner using national standards and expectations and enables teachers to plan next steps using the new programmes of study in the national curriculum. We will use number of assessments which include papers from the National Foundation for Educational Research (NFER), Standard Assessment Tests (SATs) and record results on our in-school system.

Nationally standardised summative assessment

Nationally standardised summative assessments enable: 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 Pupil and Parents to understand how pupils are performing in comparison to pupils nationally National standardised summative assessments include:

- Phonic Screening check dependent on levels when entering Tudor Lodge.

- National Curriculum tests and teacher assessment at the end of Key Stage 2 and key stage 3 will help to inform pathways at Key Stage 4 whether they will be exams pathway, vocational or a mixture of both.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of pupil's special educational needs and any requirements for support and intervention. 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. For some children working below the national expected level of attainment, our assessment arrangements will consider progress relative to starting points and take this into account alongside the nature of the pupil's learning difficulties. For some children it may be appropriate to use other assessment available such as <https://www.bsquared.co.uk/> which enables the school to assess small step progress for those children working below national expected standards.

Baseline Assessment

At Tudor Lodge we will endeavour to accurately assess pupils on entrance to the school as each pupil will have a different starting point dependent on their previous school experience and any other factors that may contribute to educational achievement. We will ensure that we have detailed feedback from the pupil's previous education environment and will make baseline judgements from these findings and through observations and discreet bench line testing within the first 4 weeks of their schooling life at Tudor Lodge. As well as educational assessments we will also focus on the pupils social and emotional well-being. We will use: <https://snap.rsassessment.com/#/core/welcome> to assess and identify pupils specific learning difficulties and specific behaviour difficulties. We will use these assessments to measure progress and to identify areas of support needed within the learning environment for each pupil at Tudor Lodge.

Access arrangement

Some pupils with specific needs may need additional arrangements so they can take part in tests and exams. E.g., Additional time, rest breaks, coloured paper, readers, and scribes. We will consider whether any of our pupils will need access arrangements before tests/exams and will adhere to the Access Arrangement Guidance document produced each year. The guidance includes details about how and when to apply for different arrangements. Teachers at Tudor Lodge will consult with parents about access arrangements. Teachers do not need to apply for additional arrangement for the schools' internal assessments but will consult test administration guidance and take into account the child's normal way of working in the classroom.

The Quality Assurance of Standards

The expectations set out by the school curriculum will need to be robust to ensure that children's progress is being accurately recorded and are free from bias. Standardisation meetings. Quality assuring standards in Year 6 and the end of Key stage 3 will inform Key stage 4 pathways. In these year group stages the school is required to follow the guidance outlined by the standards and testing agency through the assessment and reporting arrangements. This guidance is updated each year. The school will ensure that school practice in teacher assessment is in line with the standards and testing agency guidance for effective practice in the moderation of teacher assessment.

The school will ensure that testing at KS2, KS3 and KS4 are in line with the standards and testing agency guidance for effective administration of the end of key stage tests and GCSEs or more vocational pathways at KS4.

Annual Summative Test

KS2

In these year groups the school is required to follow the guidance outlined by the standards and testing agency through the assessment and reporting arrangements. This guidance is updated each year. The school will ensure that school practice in teacher assessment is in line with the standards and testing agency guidance for effective practice in the moderation of teacher assessment. Tudor Lodge school will ensure that testing at KS2 is in line with the standards and testing agency guidance for effective administration of the end of key stage test. At Tudor Lodge pupils may follow different pathways, dependent on; ability, starting point and interest.

KS3

All pupils will be tested on the key knowledge and skills they have accessed from years 7 up to that point. We will support your child with revision and preparation for these exams, which will be held between May and June every year, for all year groups. The outcomes of these texts will inform the following year's curriculum and will also inform any review of setting for the following year. As with the tests that take place within the classroom during the year, feedback will be detailed, and all pupils will receive information as to how to efficiently and effectively tackle their 'next steps'. At Tudor Lodge pupils may follow different pathways, dependent on; ability, starting point and interest.

KS4

All pupils will be tested on the key knowledge and skills they have covered from the GCSE or BTEC/Tech award syllabus or vocational pathway up to that point. In Year 10, pupils will sit formal examinations during term 3 dependent on their pathway as preparation and continued assessment. In Year 11, pupils will sit formal examinations dependent on their pathway. We will support each pupil with revision and preparation for these exams. Pupils following more of a vocational pathway will follow the syllabus guidelines for all exam and testing requirements. All tests/exams in KS3 and KS4 are Quality Assured to ensure both consistency in levels of challenge and content across all subjects, and to ensure that all key knowledge taught is tested equitably. Furthermore, a rigorous standardisation and moderation process is undertaken within each subject area to ensure that all

tests are marked to the same standard. At Tudor Lodge pupils may follow different pathways, dependent on; ability, starting point and interest.

Reporting

The school will report the outcomes in each year group in four broad groups WB - At significant risk of delay – those children are not working at age related expectations WT - At risk of delay – those children are beginning to work towards the age related expectations but are not yet secure WA – These children are working securely at age related expectations WD -These children are showing a greater depth of understanding of age related expectations Where standardised scores are available, these too will be reported.

Reports to Parents/Learning Reviews

The school will hold two formal parents' evenings every academic year. During these sessions, staff will report to parents verbally based on whether their child is on track to meet age related expectations by the end of the academic year in reading, writing and math's. Advice for improvements / continued progress will be given as appropriate Annual Reports In the annual report, staff will report on whether the child is working below, in line or above age-related expectations for all national curriculum subjects. In addition to this all pupils at Tudor Lodge will have an annual review to ECHP outcome and an opportunity to celebrate successes. This will involve, Tudor Lodge staff, parents, the pupil, local authorities and any other appropriate stakeholders.

Definitions In agreeing our assessment arrangements.

Tudor Lodge school has taken into account the following statements and definitions: Full Governing Body (FGB) Local Authority (LA) Standards and Testing Agency (STA) – The standards and testing agency is responsible for developing tests and teacher assessment guidance. This detailed guidance is what schools are required to follow. Since 2017 it has responsibility for supporting schools with their new assessment freedoms.