



Policy Name: Assessment (V6)

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Review history date	Next Review Date	Coordinator	Head of Education
1 st February 2023	1 st February 2024	Jennifer Parry Gareth Brenton Faith Buckley	Declan Tuer

Mission Statement

Preparing learners for the future by providing a sustainable outstanding educational experience where all students realise pursue and achieve their full potential, enabling them to thrive as adults.

Policy Aims:

1. Purpose of all assessment used in the school is clear
2. Ensure each assessment is not used for too many purposes
3. Ensure depth of learning rather than pace
4. Reduce teacher workload
5. Improvement in projections

Assessment without levels

As a school we are faced with the challenge of creating an assessment policy that embraces the new national curriculum. One which takes us from a system that was too dominated by the requirements of the national assessment framework and testing regime, to one where the focus is on high quality, in-depth teaching, supported by in-class formative assessment.

It is important we do not fall into the trap of recreating levels based on the new curriculum but to create a progressive curriculum that can be assessed constantly across staff to ensure ALL students' progress.

This policy outlines criteria departments and colleagues will use as guidance for creating a 'fit for purpose' assessment structure alongside their curriculum.

It is important that depth and breadth are focused points in understanding rather than pace throughout all subjects curriculum.

Baseline Assessment

All pupils will be baseline assessed shortly after they are enrolled at the school through various computer-adaptive systems designed by GLS. Students may sometimes need to settle into the service prior to assessments being conducted in order to allieviate anxieties around education.

Students aged 9-11 (year 5-6) will be assessed through GLS system, testing reading, spelling, mathematics, mental arithmetic and developed ability. The standardised results will inform teacher planning by generating age equivalent scores, allowing teachers to identify strengths and weaknesses within the child's ability compared to national averages.

Students aged 11-14 (year 7-9) will be assessed through GLS system, testing vocabulary, mathematics, non-verbal ability and attitudes. The standardised data gives future GCSE predictions and supports target setting for teachers.

Students aged 14-16 (year 10-11) will be assessed through GLS system, testing vocabulary, mathematics and non verbal ability. The standardised data from Yellis allows teachers to provide specific support while students are engaged in preparations for exams such as GCSE's.

If a learner was struggling to access the assessments alternate routes will be used to ascertain levels in a supportive way depending on the individual learner.

Principle and Aims of the Assessment Policy

Formative and Summative assessment are the terms used in this policy.

Good day- to -day in- school formative assessment helps students to measure their knowledge and understanding and respond to feedback, providing a broad picture of where their student's strengths and weaknesses lie, and allows teachers to identify when pupils are struggling and what interventions are needed to close that understanding gap.

Day to day in -school formative assessment, for example:

- Questioning during lessons
- Marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development

Good in-school summative assessment will give students the opportunity to understand how well they have understood a topic or course of work taught over a period of time, provides an understanding of achievements, progress and wider outcomes over a period of time, gives teachers the opportunity to evaluate their delivery of a topic and the impact they have made and allows school leadership to monitor performance.

In-school summative assessment, for example:

- End of year exams
- Short end of topic or unit tests (half termly assessments)
- Mock examinations
- Statutory reviews for pupils with ALN

Students, guardians, teachers, school leaders and governors are all audiences of the assessment themes we have in place. It is important to ensure not any one type of assessment is used for too many purposes as outcomes can become unreliable due to conflict of purpose.

When in-school formative assessment occurs colleagues need to ask themselves the following questions:

1. What will this assessment tell me about students' knowledge and understanding of the topic, concept or skill?
2. How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve
3. How will I ensure students understand the purpose and outcome of this assessment and can apply it to their own learning?
4. How will I ensure my approaches to assessment are inclusive of all abilities?
5. How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?
6. What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?
7. Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

It is a requirement on staff that formative assessment occurs throughout lessons within good teaching and learning. It is the responsibility of the subject teacher to ensure their subject tracker is adequately maintained which then filters into the overall student progression tracker. The primary purpose of these is to inform teachers and school leaders of academic progress throughout the year. This data will then be reviewed by the Headteacher to identify trends and gaps in learning to create interventions to close the gaps.

Judgements on progress will be made via formative and summative assessment based on the curriculum criteria covered in the topics, in that subject, up to that time. Baseline judgements from GLS and BKSB will be used to create a target level.

All students will have a candidate profile designed to map their educational journey whilst at Greenfields School.

Governance, management and evaluation of assessment

The policy will be maintained by SLT and will be followed by all teaching staff within the school.

SLT are responsible for monitoring the effectiveness of assessment practices across the school.

Subject teachers are responsible for ensuring curriculum content and success criteria are available by monitoring formative assessment, half term assessment, common end of year tests and interventions within each area.

Ability to conduct assessment competently and confidently

Good understanding with assessment practices in department will be developed through moderation and standardisation of tests completed throughout the year.

Inset days and school development team meetings will be utilised to share good practice, formative assessment ideas and ideas around summative assessment in different subjects.

It will be the role of the subject leader to ensure staff are fully aware of the assessment requirements of their subject and provide moderation opportunities throughout the year.

This policy should be read in conjunction with the following school policies, strategies and documents:

Curriculum policy

Examination policy

Qualifications and Accreditations policy

Teaching & Learning policy

Additional Learning Needs policy

And other relevant policies

Head teacher:	Jennifer Parry	Date:	1 st February 2023
Proprietor /Nominated Person:	Declan Tuer	Date:	1 st February 2023