



Making a Difference

Phoenix Park Academy



Assessment Policy



WELLSPRING
ACADEMY TRUST

We Make A Difference

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1. Assessment at Phoenix Park and Sevenhills Academies.

We believe that effective assessment is essential to ensure high quality, meaningful teaching and that it lies at the heart of promoting pupils' success in learning. Good assessment practice ensures that lessons are tailored to pupils' learning styles and developmental needs; encompassing sound knowledge and understanding of pupil attainment, progress and next steps in their learning.

The assessment information – provided through pupil progress meetings - guides strategic planning. This allows teachers' to design a curriculum which stimulates pupils' minds, sparks their imagination and ensures that, where it exists, we overcome disadvantaged to achieve success for all.

2. Our Aims and Objectives

The purpose of assessment at Phoenix Park and Sevenhills Academies is:

- For pupils' to demonstrate what they know, understand and can apply - not just in their learning but a wider context.
- To allow teachers' to plan learning that accurately reflect the needs of each child.
- To track the attainment and progress of pupils, groups and cohorts of pupils to inform future planning.
- To provide the pupils' next teacher and/or destination school with information that ensures a smooth transition.
- To provide SLT with information which enables further monitoring to make judgements relating to the effectiveness and impact of the school to inform school improvement planning.
- To provide governors with information on the school's performance to aid their monitoring procedures.
- To provide regular information for parents regarding their child's performance and progress.

The DfE states that effective assessment systems:

Give reliable information to parents about how their child, and their child's school, is performing.

- Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- Provide information which is transferrable and easily understood and covers both qualitative and quantitative assessment.
- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are exceeding expectations.
- Are reliable and free from bias.

Help drive improvement for pupils and teachers:

- Are closely linked to improving the quality of teaching.
- Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- Produced recordable measures which can demonstrate comparisons against expected standard and reflect progress over time.

Make sure the school is keeping up with external best practice and innovation:

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- Are created in consultation with those delivering best practice locally.
- Are created in consideration of, and are benchmarked against, international best practice.

3. Formative Assessment (Assessment for Learning - AfL)

We believe that thorough formative assessment procedures are essential to inform next stages of planning and curriculum design – tailored to meet the needs of our pupils. Formative assessments are used to:

- Identify pupils' strengths and gaps in their learning.
- Inform future planning.
- Allow for appropriate strategies to be employed across the school to improve teaching and learning.
- Facilitate appropriate and aspirational target setting for every pupil.
- Celebrate pupil success.
- Allow for effective QA to evaluate the effectiveness of teaching and learning across our schools.

Effective feedback is used to support formative assessment and enable pupils to reflect, understand and engage in their next steps in learning. The feedback is also used for teaching staff to plan for purposeful and meaningful future learning experiences (see additional marking and feedback policy).

The effective use of formative assessment is an expectation in each lesson.

Core Principles for AfL at Phoenix Park and Sevenhills Academies.

1. **Self-Assessment** – Pupils are expected to self-assess their work and reflect on targets and questions posed, which relates to their learning.
2. **Peer Assessment** – There is an expectation that pupils will be required to participate in peer assessment which will take place against a set success criteria and/or rubric. The key strategies used in KS3/4 are to reflect on strengths and targets, KS2 to reflect using the acronym TAG (see marking and feedback policy).
3. **Feedback** – All pupils should be provided with regular feedback from adults and peers through the duration of a lesson. The feedback provided must be linked specifically to a precise success criteria (see marking and feedback policy).
4. **Reflection Time** – It is an expectation that pupils have time to reflect and discuss the progress they have made, their areas of strengths and their areas for development.
5. **Aspirational Target Setting** – From pupil reflection time, pupils should be set an aspirational target which refers to their next steps in learning.

4. Summative Assessment (Assessment of Learning)

We believe that summative assessment is crucial to inform both parents and teachers of a pupil's attainment and progress. This form of assessment is carried out on a half-termly basis to track attainment of an individual pupil, class and groups and is used to set a focus of discussion for pupil progress meetings.

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- In **KS2**:
 - Teacher assessments are recorded on Chris Quigley (Depth of Learning) to record progress against set objectives.
 - Results from practise standardised reading, writing and maths assessments are submitted to HoC using scaled scores.
 - Provide key information about group strengths and areas for development.
- In **KS3/4**:
 - Teacher assessments are submitted to HoC's using the Assessment Flightpath and relevant progress trackers such as 'Kerboodle'.
 - Results from practise standardised reading, writing and maths assessments are submitted to HoC using stages or grades 1-9.
 - Provide key information about group strengths and areas for development.

Summative assessment is an essential element to inform future teaching and learning opportunities.

5. Assessment Policy Record Keeping

Teachers are expected to review pupils learning and progress in order to set aspirational targets. The information collated on pupil progress is used to form the basis of reporting to parents, SLT and governors. The records of assessment kept include:

- Planning
- Feedback in Books
- Half-Termly Results
- Target Setting Logs

6. Cycle for Assessment, Monitoring and Quality Assurance

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<i>Ongoing internal moderation</i>						
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7. Reporting to Pupils

We believe that pupils should be involved in the process of assessment to enable them to reflect on their progress and how they can take their next steps in learning. We involve pupils by:

- Marking against a precise success criteria.
- Responding to others work through peer assessment.
- Working collaboratively to discuss verbal feedback against a learning objective.
- Teachers mark against a set criteria acknowledging strengths and setting aspirational targets.

8. Parental Involvement

Parents meet with teaching staff three times a year to discuss their child's emotional, social and educational progress.

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