

# **ASSESSMENT POLICY**

## **Purpose of Assessment**

The assessment of our students' performance and progress (academically, socially, emotionally and behaviourally) is integral to teaching and learning. Consistent and effective assessment procedures contribute to the achievement of the aims of My Choice School:

- To develop the self esteem of all students and encourage sound choices in their behaviour.
- To develop a desire to achieve and learn new skills in all students.
- To involve students and parents / carers in a holistic approach to education and build a successful partnership between home and school.
- To prepare students for adult life.
- To ensure that all Year 11 students achieve a place at post 16 provision or employment

All My Choice School staff (Headteacher, Deputy Headteacher, teachers, TAs and CSAs) will be involved in the assessment of students and will contribute toward assessment judgements in relation to the social and emotional and behavioural needs of students. Assessment of students' performance in the classroom (academic, social and emotional) will be formed through the observations and contributions of the teacher, TA and by the use of assessment tools.

The identification of social, emotional and behavioural targets and supports is key to the academic development and progression of our students, as is the identification of literacy and numeracy levels.

Social, emotional and behavioural progression is valued as highly as academic progression at My Choice School.

## **Assessment Approaches**

### **Baseline**

Baseline assessments are requested by the Head of Education from previous schools and social workers as part of the referral and admissions process however many of our students will not have attended school for a significant period of time. Information about SEMH and academic performance and progress can be obtained from PEPs and previous school reports and EHCP review reports. Information is obtained regarding the student's social, emotional and behavioural needs including their ability to engage with peers and adults in a classroom and their ability to engage with routine and learning. This can be obtained from reports or from discussion with parents and carers; this information is more frequently available and is both relevant and current to the student's SEMH presentation.

Our students will not have engaged with school for some time prior to starting at My Choice School and the information obtained about their academic levels may not be relevant or current. We always use our own academic assessments as a baseline.

### **Assessment tools used at My Choice School include:**

**BKSB initial and diagnostic assessments** in maths and English to identify levels and progression routes from Entry 1 to Level 2.

The BKSB assessment is carried out on starting My Choice School and three times a term to assess and track progress. The BKSB generates recommended areas to develop in English and maths and these are used as targets on the IEP.

It is expected that no student will be placed at My Choice School without any information being provided regarding social, emotional and behavioural needs however if necessary social, emotional and behavioural needs may be assessed by using the following assessment tools:

- Attachment Assessment
- Boxall
- Maslow's Hierarchy of Needs
- EDA indicators
- SLCN Assessment
- SDQs

### **Formative**

Formative assessment will be used by teachers to identify how students are performing on a continuing basis and teachers will use this information to

provide appropriate support or increase challenge, to evaluate their teaching and to plan lesson progression.

Formative assessment will also help students to understand their learning journey; their progress and their targets and what they need to do to improve.

Formative assessment will also help parents and carers to understand their child's progress and targets.

Formative assessment is carried out through marking, observations and feedback.

Marking of students' work is carried out by the teacher during lessons and forms the basis for planning the next steps in students' learning. Marking will be appropriate to the piece of work and will:

- ensure that work is presented well, including a focus on handwriting
- ensure the correct use of English in all lessons
- ensure that achievement and effort is praised and areas of improvement are clear
- ensure that students can respond to their marked work; make corrections and understand areas of improvement

All teachers will follow the marking policy to ensure consistency.

Lesson evaluation is carried out by the teacher and will:

- ensure that learning objectives are met
- ensure that areas for reinforcement and improvement are identified
- ensure that opportunity for challenge in students' learning is assessed
- ensure that planning has considered support for learning, emotional and social needs as identified on EHCPs and IEPs

Lesson evaluation alone is not an assessment of learning.

Observations, record of school points and achievements and incident records will be used to track social, emotional and behavioural progress.

## **Summative**

Summative assessment will be used by school leaders to monitor student performance, to identify where interventions may be required and to work with teachers to ensure pupils are supported to make progress and achieve.

Summative assessment will be used by teachers to evaluate learning at the end of Asdan modules, units of work, at varying points in the term and to assess the impact of their own teaching.

Summative assessment will help students to understand how well they have learned and what they need to do to improve.

Summative assessment will help parents and carers to stay informed about the progress their child is making over a period of time.

Assessment of students' learning will be carried out by:

- **Weekly assessments:** In class assessments will be devised by teachers based on lesson or Asdan or Functional Skills outcomes. Assessments will be delivered as quizzes, written tests, spelling or maths tests, dependent on the students' needs. Weekly assessments will identify retention of learning, ability to transfer learning, progression routes and students' ability to work independently.
- **End of module assessments:** based on Asdan module or Functional Skills outcomes to identify retention, levels and progressions.
- **BKSB assessments:** will be carried out three times a term to identify and track progress, to plan for further learning and to set targets for the IEPs. The assessment schedule is set at the start of each academic year for the whole school.
- **Reading progression** is assessed using Accelerated Reader (Star assessments) and **numeracy progression** is assessed using My Maths and Ninja maths
- **Mock exams:** Functional Skills past papers will be used, under exam and classroom conditions to prepare students for achieving qualifications.

## **School Points System**

My Choice School points system provides a method for recording classroom performance and acts as an incentive for students. Students are expected to earn 14 points each day: 2 points in each lesson.

Points are earned for

- Starting school and lessons on time (1 point)
- Working through the lesson (1 point)

1 extra point can be earned in each lesson for

- wearing uniform **or**
- following rules **or**
- excellent effort **or**
- valuing others when speaking to them **or**
- Anything predetermined by the teacher in order to motivate the student or achieve targets

Opportunity for students to earn 14 points daily will be supported by all school staff. The provision of extra points will enable students to make up for points not achieved in previous lessons, always aiming for the 14 points. Students who achieve their 14 point minimum will be able to use their points to earn a gift card. Extra points awarded can be used to 'double up' the total on the gift card. Gift cards are awarded at the end of term.

The school points system measures the attainment of the minimum standard by students in attending lessons and working throughout.

The school points system may be adapted according to each student's needs on consultation with the Headteacher; this is to ensure that all students have opportunity to achieve reward while working and engaging to the best of their ability.

## **Recording and using assessment data**

Assessment data is recorded and used to inform target setting, reporting and monitoring of student performance.

Assessment data is recorded on the whole school assessment and progress tracker and individually in Student Files and Student Tracking Files.

**Education Plan:** written each term by the Head of Education and updated as necessary, twice a term.

The Education Plan contains a summary of historical achievement, including previous assessments.

The Education Plan records BKSb assessment schedules for English and maths and sets targets to reach each term based on levels.

The Education Plan also records how My Choice School will meet the needs of the student as identified on the EHCP objectives. These objectives are used to develop further targets for the term which cascade into the IEP.

PEP meetings are scheduled each term by the Headteacher and contribute to additional targets setting, also recorded on the Education Plan.

The Education Plan is held in the Student File.

**Individual Education Plan and Report:** written each term by the teacher, recording academic and behaviour targets and support measures. The BKSb generates recommended areas to develop in English and maths and these are used as targets on the IEP.

The modules in the Asdan short courses are also used as targets on the IEP.

IEPs are reviewed twice a term following the assessment schedule; the review is held between the Headteacher and teacher and identifies achievements, further target areas and amendments or variations required. Targets that have been achieved are recorded on the IEP in the report section as part of the IEP review and completed in full for the end of term report. This contributes to identifying next steps, forming the basis for completion of the following term's IEP.

The IEP and Report is held in the Student File and Tracking File.

**Student Tracking Files:** maintained by the teacher and TA and include records of weekly assessments, formal assessments including BKSb and mock exam, and evidence of targets achieved.

The BKSb assessment tool generates detailed information about the levels that a student is working at and towards so that the progress between levels can be tracked and monitored. This information is printed and held in the Student Tracking File.

**Attendance** is recorded in the attendance register, hard copy for whole class and electronic for individual students.

### **Reporting to parents / carers**

An End of Day report is sent to parents and carers with a brief handover of the highlights of the student's day, what would be better and anything to consider for the next day. A verbal handover is also given at the beginning or end of the school day and can take place either when the student is dropped at school or via telephone at the end of the day. This ensures that parents / carers are involved in the student's daily experience.

The IEP and Report is provided to parents / carers and professionals involved with the student at the end of each term.

Additional reports will be provided to parents / carers and professionals for EHCP Annual Reviews and for PEPs or CLA Reviews.

All assessments at My Choice School must be fair and honest and all comments on My Choice School documentation must be capable of being professionally substantiated and care must be taken not to record emotive comments.

All student records may be made available to individuals other than the teacher including parents / carers, social workers, inspectors and students. Students wishing to access their educational documents will do so following consultation with the Headteacher and supported by the Headteacher. It is recognised that information regarding learning, emotional and behavioural needs and previous school reports may be emotionally difficult for the student to access and the Headteacher will support each student wishing to read their records by explaining context and key terms and answering questions posed by the student.

### **Roles and Responsibilities**

The **Head of Education** is responsible for:

- Being familiar with how the assessment processes of the school capture the attainment and progress of students
- Holding the Headteacher to account for improving staff and student performance through rigorous analysis of assessments.

The **Headteacher** is responsible for:

- Ensuring the assessment policy is adhered to
- Ensuring staff have the support to use the assessment tools, identifying training and learning needs where necessary
- Analysing student progress and attainment
- Prioritising key actions to address under achievement

The **teacher** is responsible for:

- Following the assessment policy, procedures and schedule
- Communicating the assessment results to the Headteacher and Head of Education
- Recording accurately and target setting

### **Assessment Policy Development**

The My Choice School assessment policy is reviewed annually and takes into consideration developments and upgrades to assessment tools and changes to qualifications framework and grades.

My Choice School is not using Progress 8.

#### **Policy Link:**

My Choice School Curriculum policy  
My Choice School SEN policy  
My Choice School Marking policy  
My Choice School GDPR policy

**Reviewed May 2024**

**Reviewed April 2025**

**Annual Review due June 2025**

### **Qualifications Framework**

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|                          |  |                           |
|--------------------------|--|---------------------------|
| GCSE 9 <i>A*</i>         |  | FUNCTIONAL SKILLS Level 2 |
| GCSE 8 <i>A</i>          |  |                           |
| GCSE 7 <i>A</i>          |  |                           |
| GCSE 6 <i>B</i>          |  |                           |
| GCSE 5 <i>C*</i>         |  |                           |
| GCSE 4 <i>C</i>          |  |                           |
| GCSE 3 <i>D</i>          |  | FUNCTIONAL SKILLS Level 1 |
| GCSE 2 <i>E / F</i>      |  |                           |
| GCSE 1 <i>G</i>          |  |                           |
| ASDAN<br>SHORT<br>COURSE |  | Entry 3                   |
|                          |  | Entry 2                   |
|                          |  | Entry 1                   |

### Qualifications explained

#### Functional Skills

Functional Skills qualifications teach the essentials in maths and english and ICT. They can be used if you haven't yet achieved any 5-9 passes at GCSE level. Functional skills qualifications can be taught alongside GCSEs and apprenticeships.

Functional skills qualifications teach you how to apply maths, english and ICT skills to real world situations and are liked by many employers.

A Functional Skills qualification at **Level 1** is equivalent to a GCSE at grade 1-3.

A Functional Skills qualification at **Level 2** is equivalent to a GCSE at grade 4+

**GCSEs are** graded 9-1 with 9 being the highest grade. This replaces the previous scale that was from A\*-G.

### **Entry Level**

Entry level qualifications can help you build skills, increase your knowledge and boost your confidence. There are three different entry levels. Entry 1, Entry 2 and Entry 3.

Entry 3 qualifications are designed as a gateway to more rigorous qualifications , such as GCSEs, Key Skills, Skills for Life, NVQs and BTEC level 1 qualifications. They can also lead to work based learning, for example, an apprenticeship, or directly into employment