



Alternative Provision Service

(Encompassing the 3 PRU Bases, Launchpad Tuition, and Launchpad Alternative)

Assessment Policy 2023

Vision

To provide a high quality, personalised educational experience that meets learners' needs and leads to success for all.

Mission

A positive and inclusive community where young people are encouraged to achieve high standards of progress and succeed in a supported, safe environment.

Our Values / Principles

Individuals Aspirations Raised
New Experiences
Safety and Support
Personalised Programmes
Individuals Feeling Valued
Respect
Excellence in Learning

Approved by:	PRU Management Committee	Date: 13 th March 2023
Last reviewed on:	11 th November 2019	
Next review due by:	March 2025	

Assessment seeks to establish what skills, knowledge and understanding, a pupil possesses.

1. Aims of the Policy

- To ensure consistency of practice.
- To use the information to effectively monitor and track all students' progress.
- To identify those students who need additional or different teaching and support.
- To encourage and recognise achievement.
- To make adjustments to teaching groups.
- To review and plan the curriculum.
- To encourage students to take a greater responsibility for their own learning by considering ways of improving their performance in each curriculum area.
- To ensure all parents are aware of and understand the school's assessment system and its impact on each student's progression in learning.

2. Legislation and guidance

- Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

3. Purposes and Principles of Assessment

Assessment should:

- Build a clear picture of each student's skills, knowledge, understanding and approaches to learning.
- Identify each student's strengths and the priority areas for their future learning.
- Identify an appropriate curriculum for each student.
- Identify "next steps" for each student and express these as clear learning objectives.
- Identify the progress made in individual lessons or series of lessons.
- Evaluate the progress that each student is making over time.
- Evaluate and improve the teaching strategies used with each student.
- Support students, where appropriate, to monitor their own learning.
- Identify, celebrate, and share achievement.

4. Types of Assessment

- Formative assessment (assessment for learning) supports ongoing learning, planning and will help inform teacher decisions for tracking of students' attainment/progress.
- Summative assessment (assessment of learning) is concerned with summarising assessments at a particular point in time and supports a range of further purposes including tracking student progress, reporting, evaluation, planning and target setting.

5. Methods of Assessment

The Alternative Provision Service endorses a wide spectrum of assessment methods, ranging from the informal to the formal. Examples would include:

- Student self-assessment.
- Teacher-student interactions/verbal feedback.
- Homework.
- End of topic/unit class tests.
- Internal examinations.
- Formal externally set examinations.

6. Nationally standardised summative assessment

Nationally standardised 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 understand national expectations and assess their own performance in the broader national context.
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally.

For PACE nationally standardised summative assessments include:

- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6)

For Launchpad nationally standardised summative assessments include:

- GCSEs and vocational qualifications at the end of Key Stage 4

7. Roles and responsibilities

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.

The headteacher is responsible for:

- Ensuring that the policy is adhered to.
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement.

- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities.

Teachers are expected to:

- Implement and adhere to the school assessment policy. This will be monitored as part of the schools Quality Assurance procedures by the Teacher in Charge and Headteacher.
- To compile and maintain individual student records.
- Report to students, parents, and staff on student progress.
- Modify teaching considering the learning that has taken place using formative assessment data.
- Analyse assessment data to identify patterns of individual student performance and needs.

Students are expected to:

Participate in a process of self assessment in an attempt to reflect upon their own learning with the objective of improving their own learning. Pupil self assessment involves:

- Taking responsibility for the organisation of their work.
- Keeping records of activities and achievements.
- Setting attainable targets and implementing strategies to meet these targets.

Parent/Guardians are expected to:

- Encourage and support their children as much as possible, in particular ensuring that appropriate time is dedicated to study at home, whether in preparation for examinations or for the completion of homework.

8. 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 pupils' 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. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.
- For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

9. Supporting Guidance for the Purposes and Principles of Assessment

To support assessment the following points of guidance can be taken into account:

- Some types of assessment are capable of being used for more than one purpose. However, this may distort the results, such as where an assessment is used to monitor pupil performance, but is also used as evidence for staff performance management. School leaders should be careful to ensure that the primary purpose of assessment is not distorted by using it for multiple purposes.
- In-school summative assessment should not be driven by nationally collected forms of statutory summative assessment. What works best for national accountability purposes does not necessarily work best for supporting teaching and learning or for monitoring pupil progress.
- An effective in-school summative assessment is one that provides schools with information they can use to monitor and support pupils' progress, attainment and wider outcomes.
- Measuring pupils' progress over a short period is unlikely to be helpful or reliable and it should, therefore, not be necessary to conduct and record in-school summative assessment for monitoring progress more than once a term. Ofsted does not require progress to be recorded with any particular frequency.
- The primary purpose of formative assessment is to inform teaching and learning. Unnecessary recording of formative assessment outcomes should be avoided.
- In-school formative assessment should ensure that pupils have regular opportunities to engage in effective question and answer during class, produce work which exemplifies their learning, demonstrate their learning in a variety of ways and consolidate learning with appropriate homework.
- There is no 'one-size fits all' system for assessment. The best forms of in-school formative and summative assessment will be tailored to the school's own curriculum and the needs of the pupils, parents, and staff.

10. Monitoring

- This policy will be reviewed every 2 years by Headteacher. At every review, the policy will be shared with the governing board.
- All teaching staff are expected to read and follow this policy. Teachers in Charge are responsible for ensuring that the policy is followed.
- Teachers in Charge and Headteacher will monitor the effectiveness of assessment practices across the school, through lesson observations, book scrutiny, moderation, and pupil progress meetings.