



Assessment Policy

Key Information	
Written by:	Lorraine Walton, Paul Walsh
Date Updated:	31/8/23
Statutory / Non statutory:	Non Statutory
Monitoring and review:	
Governor approval date:	19/9/23
Next review date:	September 2025

Contents

1. Aims	3
2. Legislation and guidance	3
3. Principles of assessment	3
4. Assessment approaches	4
5. Collecting and using data	5
6. Reporting to parents	5
7. Inclusion	6
8. Training	6
9. Roles and responsibilities	6
10. Monitoring	7
11. Links with other policies	7

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

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
- Statutory reporting requirements set out in the Education (Student Information) (England) Regulations 2005: schedule 1

3. Principles of assessment

- Assessment focuses on supporting student's progress towards learning of knowledge, concepts and skills;
- Assessment tasks provide teachers with meaningful, useful insight (assessment for formative purposes) in the form of information about a student's learning and ability to apply their learning to a broad range of contexts;

- Assessments enable dependable claims to be made about student's learning (particularly when communicating with parents).
- Specific tasks and questions require students to do things in order to demonstrate their learning. For example, pieces of writing or diagrams and pictures are used as a means to assess the security and depth of understanding a student has attained.

4. Assessment approaches

At The Park School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- Teachers to identify how students are performing on a continuing basis and then use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- Teachers assess students' progress regularly and work with them to accurately target further improvement and secure rapid progress
- Students to measure their knowledge and understanding against learning objectives, and identify areas in which they are confident and those in which they need to improve
- Parents to gain a broad and realistic picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Assessment involves a range of techniques both formal and informal - carried out in a variety of contexts, which allow individual students to show what they know, understand and can do. The formative assessment approaches staff at The Park use include marking and feedback, questioning, self and peer-assessment and/or observations of students. Formative assessment is used to assess knowledge, skills and understanding and to identify gaps and misconceptions.

Lesson Plenary Analysis (Class Logbook)

At the end of each lesson students and staff use the plenary to reflect on levels of engagement, behaviour, respectfulness and readiness to learn (see Appendix 2). Scores are given and recorded in the logbook. Each student's average logbook score is recorded termly on the flightpath tracker. Students learn to assess their behaviour, attitude and learning in lessons. They self-assess in discussion with the teacher at the end of every lesson (5 times a day). Causes for concern are immediately highlighted and handover notes added. Rewards and incentives are applied in conjunction with the scores.

Grades are given as:

- 0 poor
- 1 ok
- 2 good
- 3 very good
- 4 excellent

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- School leaders to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students 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
- Students to understand how well they have learned and understood a topic or course of work taught over a period of time. It is used to provide feedback on how they can improve
- Parents to stay informed about the achievement, progress and wider outcomes of their child

Summative assessment approaches at The Park include end of topic tests, Reading, Spelling and Maths tests. This information is used to update each student's Flightpath tracker. Reading, Spelling and Maths tests provide standardised scores using nationally validated programmes. Tests the school use are:

- Reading age tests – PIRA /Star Reader
- Spelling age tests - Hodder Spelling test
- Maths age tests – PUMA

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Students and parents to understand how students are performing in comparison to national accreditation

Assessment in KS4

Accreditation offered in KS4: are:

- GCSE Maths
- Level 2 Award in Number and Measure
- Level 1 Award in Number and Measure
- Entry Level Maths
- Functional Skills Level 2 English
- Functional Skills Level 1 English
- Functional Skills Entry Level English
- Functional Skills Level 1 ICT
- Functional Skills Entry Level ICT
- BTEC Level 1 Certificate Science
- BTEC Level 1 Award Science
- Entry Level Science
- GCSE Art
- BTEC Level 1 Award Art and Design
- Bronze Level Arts Award
- Explore Level Arts Award
- BTEC Level 2 Award Home Cooking Skills
- BTEC Level 1 Award Home Cooking Skills
- ASDAN – Foodwise
- Entry Level History
- BTEC Level 1 Award Teamwork and Personal Skills in the Community
- ASDAN Personal Development Award
 - DofE Bronze Award

5. Collecting and using data

Staff use the in-house assessment tracker to track and monitor student progress. Students in Year 7 are given baseline assessments in their first term. These are recorded on the tracker and then used to predict outcomes in Y11.

Students working at Pre-Entry Level are predicted to make 4 months progress per year,

Students working at Entry Level are predicted to make 6 months progress per year,

Students working at above Entry Level are predicted to make 9 months progress per year,

At the end of each term teachers assess and record student progress as red, amber or green against the targets on their flightpath. Teachers, pastoral leads and subject leads monitor student progress. This information is used to identify students who require intervention.

6. Reporting to parents

Student progress is reported to parents at termly parents' evenings, on an annual report and at an annual EHCP review. Parents' evenings use the Flightpath tracker sheet to report and clearly show progress to parents.

Annual reports to parents include:

- Details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- The student's attendance record
- Personal progress and a tutor report

7. Inclusion

Assessment is used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention. Assessment provides meaningful ways of measuring all aspects of progress, including communication skills, social skills, motor skills and coordination, resilience and independence. For students working below the national expected level of attainment, assessment arrangements consider progress relative to student starting points.

The Park School Bronze, Silver and Gold awards demonstrate progress below entry level and ensure all students leave with a qualification in the three core subjects.

8. Training

The Park uses the following CPD opportunities to develop staff practice in assessment which include:

- Visits to other special schools
- Moderation
- Collaborative working at INSET twilights
- Participation in Trust wide development opportunities

9. Roles and responsibilities

9.1 Governors

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 students
- Holding school leaders to account for improving student and staff performance

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

10. Monitoring

This policy is reviewed every two years by the senior and middle leadership team. At every review, the policy will be shared with the governing board. All teaching staff are expected to read and follow this policy. The leadership team are responsible for ensuring that the policy is followed. The member of the leadership team with specific responsibility for assessment will monitor the effectiveness of assessment practices across the school.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Non-examination assessment policy
- Examination contingency plan

Appendix 1: Marking and feedback guidelines

Rational

- Marking is an interactive process between the student and the teacher and forms an integral part of student learning, positively impacting on progress by establishing what students have understood
- Marking helps students learn how to structure their work by ensuring they understand the task and how to approach it by providing clear success criteria
- Marking allows the teacher to make a personal and individual response to the work of the student, offering formative comments and advances the 'quality' of students' learning
- Marking keeps the teacher and student informed about a students' current standard of work
- Marking ensures a consistency of approach to feedback

Student response to feedback

Feedback is only useful and effective if students are able to act upon it and given the time to adapt and reflect. It is expected that staff plan time to enable students to engage within this dialogue, for example by:

- Offering students response time at the start of a lesson to reflect on their own work
- Creating opportunities for students to adapt and develop their work
- Providing time for students to respond to questions set by the teacher
- Having time to respond to errors and being able to correct them
- Articulating examples or modelling work where 'best practice' is shown to the class.

Marking and feedback criteria

We believe that marking and oral feedback and responsive teaching is most powerful and has the most impact when giving feedback about students' successes and any improvement needed against learning outcomes. Oral feedback is often interactive and may give reassurance or a quick check on progress. The effect of the teacher comments will be seen in a student's response in moving on to the next step. Feedback will:

- Be positive, specifically identifying what has been done well
- Identify an area for specific improvement followed up with an improvement task or identify a specific area for deeper development of understanding in order to improve quality or reinforce learning
- Be appropriate to individual our students' level of understanding based on their communication or literacy skills.
- Maintain challenge for individual students, yet be easily executed and brief in nature, enabling students to move forward, and be aware of how they are improving. For example, the challenge within the task may:
 - Refine a teaching point to consolidate or reinforce understanding.
 - Extend understanding to deepen learning or raise to a higher level of thinking
 - Address/explore misconceptions
 - Pick up errors if apparent
 - Address incomplete work and presentation issues
 - Focus a need for practice
- Be marked using green pen
- Use the school marking codes to show understanding and independence
- Provide comments using language students understand which are age/ability appropriate

Monitoring

Each subject Coordinator will:

- Ensure that all curriculum teams have an explicit understanding of the tasks/assessment that will provide feedback to students in their curriculum areas
- Ensure that all curriculum teams are aware of the most effective forms of feedback and that this is timely and effective and remain up to date and is evidenced informed
- Ensure that curriculum teams are following the department assessment and feedback policy, consistently and effectively and inconsistent practice is challenged
- Ensure Quality Assurance with the curriculum teams and feedback on errors and model best practice as well as celebrating these within the team
- Participate in lesson drop ins, learning walks and book reviews with the focus on quality and consistency
- Share effective practice and raise concerns to the SLT Line Manager through their meetings

Senior and middle leaders will:

- Monitor the standard of marking and feedback through lesson drop ins, department learning walks, moderation of work, book reviews and student interviews.

Spelling, Punctuation and Grammar

Corrections of spelling, punctuation and grammar is be kept to between three and five on a side of writing. This needs to be tailored to the individual student, in order to ensure they are not overwhelmed by their errors. It is recommended that when correcting spelling, teachers underline the word and write the correct spelling near it. In all subjects, teachers focus on subject-specific and high frequency words.

Appendix 2: Logbook Criteria

LOGBOOK SCORING Respect and Achievement for All

Score	Behaviour/Engagement	Learning
0	<ul style="list-style-type: none"> ● Constant reminders throughout the lesson ● Needs a warning / timeout / Senior Teacher ● No engagement / distracting others ● Out of class for over half the lesson 	<ul style="list-style-type: none"> ● No work completed
1	<ul style="list-style-type: none"> ● Inconsistent behaviour with some reminders ● In and out of class but settles for learning ● Little engagement but not disruptive ● Initially disruptive but turns behaviour around ● Following some instructions 	<ul style="list-style-type: none"> ● Minimal work
2	<ul style="list-style-type: none"> ● Ready to learn / good behaviour and attitude ● Engaged and listening ● Using planned learning breaks ● Followed instructions and good participation ● Responsive to support from Teacher/TA 	<ul style="list-style-type: none"> ● Complete work/task (with or without support) ● Good participation and answers questions
3	<ul style="list-style-type: none"> ● Full engagement for whole lesson ● Shows resilience ● Excellent behaviour and attitude ● Follows all instructions / shows good listening ● Respectful to others 	<ul style="list-style-type: none"> ● Ready to learn and focussed from the start ● Completes all tasks set / working to full potential ● Asking questions to help own learning ● Independent learning when not expected ● Full participation in all parts of the lesson
4	<ul style="list-style-type: none"> ● High resilience ● Excellent/exemplary behaviour and attitude ● Exceptional engagement 	<ul style="list-style-type: none"> ● Asking for extra work at a high standard ● Something exceptional for the individual ● Working well above and beyond expectations ● Exceptional participation in all parts of the lesson ● Looking for opportunities to extend their learning

Appendix 2: Flightpath Tracker

Park Flightpath	1	2	3	4	5	6	7	8	9	10	11	12
Accreditation benchmark	Working towards Bronze	Bronze	Bronze +	Silver	Silver +	Gold	Gold +	Entry Level 1 AQA Maths EL 1 FS English EL 1 Edexcel Science EL 1 FS ICT EL 1 OCR History EL 1 ASDAN Foodwise ASDAN Personal Development	Entry Level 1 + (secure Entry Level 1 - working towards Entry Level 2)	Entry Level 2 AQA Maths EL 2 FS English EL 2 Edexcel Science EL 2 FS ICT EL 2 OCR History EL 2 ASDAN Foodwise ASDAN Personal Development	Entry Level 2 + (secure Entry Level 2 - working towards Entry Level 3)	Entry Level 3 AQA Maths EL 3 FS English EL 3 Edexcel Science EL 3 FS ICT EL 3 OCR History EL 3 ASDAN Foodwise ASDAN Personal Development
Link to other accreditations		The Park School Bronze Awards in English, Maths and Science		The Park School Silver Awards in English, Maths and Science		The Park School Gold Awards in English, Maths and Science		ASDAN Bronze (high level of support)		ASDAN Bronze (semi-independent)		ASDAN Bronze (independent) ASDAN Silver (semi independent)
Independence	Full support needed to understand/attempt skill			Understands skill but support needed to use skill in tasks		Attempts skill with considerable support throughout task		Attempts skill with moderate support at regular intervals to complete task		Attempts skill with minimal support at certain points to complete the task		Independent: usually manages successfully with minimal support
Vocabulary knowledge	Remembers simple topic vocabulary with full support			Remembers simple topic vocabulary with some support		Can recall main topic vocabulary with some support		Can recall main topic vocabulary		Can use more complex topic vocabulary with occasional reminders		Can use more complex topic vocabulary
Language skills Comprehension	Very limited oral and written language comprehension with full support			Very limited oral and written language comprehension with high level of support		oral and written language comprehension developing with frequent support		oral and written language comprehension developing with less frequent support		Good comprehension of oral and written language with occasional support		Good comprehension of oral and written language
Working with others	Needs full support for all group work			Can work in a group on simple task with full support		Can work in a group on simple task with some support		Can work in a group on simple task with occasional support		Manages working in a group with occasional support		Manages working in a group
Working memory	Can recall one learning point from one lesson every day with full support			Can recall one learning point from one lesson every day with some support		Can recall one learning point from one lesson every day		Can recall one learning point from each lesson every day with support		Can recall one learning point from each lesson every day		Can recall multiple learning points from each lesson every day
Problem solving	Can complete a simple 1 stage task with full support			Can complete a simple 1 stage task with some support		Can complete a simple 1 stage task without support		Can complete a two-stage task with some support		Can complete a two-stage task without support		Can complete a multi-stage task without support
Improving own learning	Needs full support to manage own learning			Needs frequent support to manage own learning		Can manage own learning with only occasional support		Is beginning to suggest ways they can improve their learning		Makes suggestions on how to improve their learning		Makes suggestions on how to improve their learning and can suggest some next steps

Park Flightpath	13	14	15	16	17	18	19	20
Accreditation benchmark	Entry Level 3 + (Secure Entry Level 3 – working towards Level 1)	Level 1 Edexcel Level 1 Award- Number and Measures BTEC Science Level 1 Award - units BTEC Home Cooking Skills Level 1 Award	Level 1+/GCSE Grade 1 BTEC Science Level 1 Award - full	GCSE Grade 2 FS English Level 1 FS Level 1 ICT BTEC Science Level 1 Certificate Pass BTEC Home Cooking Skills Level 2 Award	GCSE Grade 3 BTEC Science Level 1 Certificate Merit	GCSE Grade 4 FS English Level 2 BTEC Science Level 1 Certificate Distinction	GCSE Grade 5	GCSE Grade 6 +
Link to other accreditations	ASDAN Silver (independent)							
Independence	Independent: usually manages successfully with minimal support							
Vocabulary knowledge	Can use more complex topic vocabulary							
Language skills Comprehension	Good comprehension of oral and written language							
Working with others	Manages working in a group							
Working memory	Can recall multiple learning points from each lesson every day							
Problem solving	Can complete a multi-stage task without support							
Improving own learning	Makes suggestions on how to improve their learning and can suggest some next steps							