



Polisi Aseu

Assessment Policy

Procedure/Guidance

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Reviewed by:

Introduction

Assessment is a process which involves gathering information about what students know, understand and can do and using that information to promote learning. Assessment is a continuous process. Most day-to-day assessments are based on informal tasks and questions which prompt students to demonstrate their knowledge, understanding and skills. Other assessments are semi-formal such as class tests, or formal such as nationally recognised qualifications. This policy, which sets out the rationale for assessment arrangements, has been based on consideration of statutory responsibilities placed on schools, current practice and evidence from research that is commonly accepted.

This policy applies for all Golfa stages and is designed to support the feedback, assessment and monitoring cycle and ensure consistency across our school by providing a system that tracks students' attainment and progress seamlessly across a students' whole school journey. Communication and sharing good practice between staff is vital to developing assessment for learning across the school and ensuring consistency of approach.

Rationale

Assessment serves three fundamental purposes: -

- To help students learn,
- To help teachers teach more effectively and to adopt a more personalised approach to the needs of their students, and
- To provide relevant and accurate information about attainment for students, parents/ carers, teachers and others (e.g. to decide on student groupings or provide relevant careers advice)

Amberleigh Therapeutic School is committed to developing effective use of the various types of assessment as defined below:

Initial Assessment - The process of identifying a student's learning and support needs at the start of their educational journey with us. This enables Amberleigh Therapeutic School to have accurate information to support their starting point and learning pathway to inform future planning.

Formative Assessment - This is an intrinsic part of everyday classroom activities, providing evidence of what learning is taking place. It is the process of seeking and interpreting evidence for use by students and their teachers to decide where students are in their learning, where they need to go and how best to get there, taking into account previous rates of progress.

Key Processes of Formative Assessment

- Establishing where the students are in their learning

- Establishing where they are going
- Working out how they get there

This is Assessment for Learning (often referred to as AFL)

Summative Assessment - which will enable teachers to evaluate the skills and knowledge learnt at the end of a teaching period, unit or module. Summative assessment is carried out periodically to determine student knowledge and skill levels at a particular point in time. It can involve grading against criteria, recording attainment on entry, monitoring progress across a Stage, comparing attainment and achievement against initial identified expected grades / levels e.g. those determined through a range of data including Cognitive Ability Tests (CATs). **This is Assessment of Learning.**

AFL gets straight to the heart of good teaching by:

- helping teachers to help students to take the next steps in their learning
- helping students to help each other to take the next steps in their learning
- helping students to help themselves to take the next steps in their learning

AFL is founded upon the following 10 principles. It:

- is part of effective planning
- focuses on how students learn
- is central to classroom practice
- is a key professional skill
- is sensitive and constructive
- fosters motivation
- promotes understanding of goals and criteria
- helps students to know how to improve
- develops the capacity for self [and peer] assessment
- recognizes all educational achievement

Aim

The aim of this policy is to ensure a consistent approach to assessment within Amberleigh Therapeutic School.

We intend to:

- Create a dialogue between student and teacher/other adults
- Ensure continuity and progression for the student as he moves through the school
- Acknowledges areas of key skill knowledge success to the student, thereby motivating them to make progress
- Identify key skill areas requiring further development to students and adults, which will be used to inform future planning
- Raise the achievement and self-esteem of students by providing them with regular, high quality, diagnostic feedback about their work

This policy provides the framework for all school assessment practice, whilst recognising that different assessment strategies will be appropriate at different times in various areas of the curriculum. Subject areas will develop assessment policies and practices, which are consistent with school policy. Schemes of Work for each subject will specify appropriate assessment opportunities and methods.

Dedicated improvement and reflection time (DIRT) is an essential part of the plan, teach and assess model. This planned opportunity provides regular focussed support for students to understand what key skills they have accomplished and what they still need to development.

- Feedback is provided from teacher (green pen) or peer marking most likely in the DIRT format
- Comments are specific and directly linked to key skills and success criteria shared with students beforehand
- Students are provided with further feedback on what they could do 'Next lesson/steps'
- Students respond to their feedback in purple pen

Planning

- It is a requirement that schemes of learning be planned for all subjects and written to take into account the most recent subject specifications, grade criteria and assessment objectives (AO's)
- Schemes of learning should be treated as live documents and time should be given to review what went well and to update on a regular basis.
- All Schemes of learning should contain a variety of assessment opportunities that are linked to a specific learning outcome or an assessment objective.
- Medium-term planning and day-to-day-planning should be guided by the key questions:
 - What do I want students to learn by the end of the unit/lesson?
 - How do I (and the students) know if they've learned it?
- Lesson planning should be led by learning outcomes rather than activities.
- Learning outcomes should be derived from the specification's assessment objectives to ensure all higher order skills are delivered.
- Bloom's Taxonomy are useful tools to explain assessment objectives.

Teaching

Teachers have high expectations of all students and teaching is supported by clear objectives, success criteria, and by methods that involve students actively and give them some responsibility for how they learn.

- Learning objectives are clearly stated during each lesson (Where appropriate, they should be written and displayed to students, they may be written down by students to provide a learning log or may be used as the title for written work).
- Learning outcomes are written in terms of what students will be able to do by the end of the lesson as a result of the learning that has taken place. Learning

outcomes are linked to explicit success criteria and should form the basis of marking, student feedback and review sessions (inc. plenaries).

- Learning outcomes are located in 'The Big Picture' – i.e. how the lesson links to wider skills' development, where the lesson fits into a whole unit of work, how the lesson contributes to overall progress.
- A wide range of formative assessment techniques is used during the lesson to ensure evaluation of learning and adaptation of teaching to meet the students' needs.
- Levels of attainment, assessment objectives, grade criteria and exam specifications are explained to students.
- Effective use is made of exam specifications and assessment objectives to demonstrate to students what they need to do to progress in their learning and attain higher standards of achievement.
- Exemplar material is used with students to highlight the exam grade standards for which they are aiming.
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Feedback and Marking

To ensure consistency, teachers will give feedback in green pen and students will peer/self-assess in purple pen.

Feedback can be oral or written, according to the task. It needs planned time for students to respond or make an improvement, but is most powerful when included in the fabric of the lesson.

Feedback throughout a lesson is demonstrated through questioning and oral feedback when working alongside the child during or when monitoring a task. Encouraging extended questions and reflection of their learning.

Time should be given for students to read the feedback, and then make focused improvement based on the teacher's comments. The teacher needs to make time available for this to happen.

Verbal Feedback

Verbal feedback and dialogue should be embedded within every session. It should be specific to the learning intention and success criteria. Verbal feedback should identify both positives and the next steps, so that the child has a clear understanding of how to move their learning forward. Every student should receive verbal feedback on a regular basis. When this is given, a 'vf comment' /stamp will be recorded next to the piece of learning. Where it is required, teachers should comment on the presentation of work to ensure that students understand the importance of presenting their work to a high standard

In addition, the teacher must ensure that he/she circulates around the children during the main activity: offering verbal feedback where appropriate writing

constructive comments/questions that allow the children to move their learning forward.

Written Feedback

Student's work is marked regularly either with the student or following completion of the lesson. This is an essential element in assessment for learning. Close the gap marking and feedback will identify areas that the student needs to focus on to ensure progress is made.

A whole school approach using 'Next lesson/steps' as outlined above

- Students will receive regular developmental feedback regarding their progress towards their targets. This is to be linked specifically to the success criteria, learning outcome and what is required in exams whether being assessed by the student, peer-partner or teacher. This feedback will enable students to recognise their next steps in learning and how to take them.
- **Close the Gap** – students sign, comment, amend work or complete starter tasks which show their response to the marking

Written comments must be readable by the student.

Marking must convey that a student's work is valued

Feedback shall always include comments and sometimes marks or grades

All teachers implement the literacy code within their feedback, to ensure a whole school approach towards literacy, please see codes below:

Literacy codes

Mark	Means
Sp + underline	Try this spelling again
P	Punctuation error
G	Grammatical error
C	Find the missing or misplaced capital letters
//	New paragraph/Mark in where the paragraphs should be
√√	Exceptional point/use of language
?	Not clear. Rewrite this short section again to improve the expression
Λ	Word missing
FS	Write in full sentences.
Ex	Develop your explanation further using key vocabulary.
D	Add more detail. Add in the point you forgot to include
WW	Wrong word e.g. their/there, farther/further. Try and find and correct it.

Self-assessment and peer assessment

Students can mark their own work, or their peers, against success criteria and on occasions can be involved in shared marking (through plenaries and in group sessions). This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. All self and peer assessment should be moderated by the class teacher and completed in purple pen.

Self-Assessment 'Aesiad fy hun' – we are unsure of the meaning behind this?

In Golfa Stage 1 students should be taught to self-assess in a meaningful way, against the success criteria. Golfa Stage 2 and 3 students will self-assess regularly and up-level their work.

Peer Assessment 'Aesiad fy ffrind'

Golfa Stage 1 students will be introduced to peer assessment, if the teacher feels that students are ready for this. Golfa Stage 2 and 3 students will be expected to peer-assess regularly. Again, all peer assessment should be moderated by the Class Teacher, the student should initial their peer assessment to identify who has assessed the work.

In depth Marking

Not all pieces of work can be marked in depth. A green tick on the lesson objective/ success criteria to show that it has been achieved or a short comment will suffice on some learning. Spelling, punctuation, grammar etc will not be asked for in every piece of narrative writing because children cannot effectively focus on too many things in one space of time. When work is finished, ask children to proof read focusing on Success Criteria (personal targets for writing activities and Intervention targets). Only give back feedback about those things you have asked them to pay attention to. This will mean that some aspects of writing are unmarked, but over time will be marked.

Assessment Opportunities

The School will create formal summative assessment opportunities, such as internal examinations for English and Maths where appropriate for all students, at appropriate times of the year. Other summative assessments will be identified in subject area schemes of work, usually at the end of a Autumn / Spring / Summer term.

Attainment data will be used as the basis for reporting to parents and monitoring student progress via the school's progress tracking system.

Methods

Different kinds of assessment will be used by subject teachers, which will fit the purpose of the assessment and provide data which is valid, precise and reliable e.g. past paper questions used at Entry Level / Functional Skills L1&L2 / GCSE should be marked using the relevant mark schemes and moderation of some of these tasks at subject level will ensure rigour.

Outcomes, Levels and Grades

Baseline CAT tests, reading age tests and initial subject assessments will be carried out on arrival, outcomes will be allocated, attainment will be assessed in National Curriculum levels. The Vocational Pathway, attainment will refer to Non Accredited Skill Building, Agored Cymru and NCFE grades in most cases. Assessments will relate directly to the requirements and methodologies of the relevant awarding bodies. It is important that students have the opportunity to develop their understanding of the different levels and how to progress to the next one.

Records

The school will keep a record of progress of each student, including a record of prior attainment from previous schools. A tracking system will be implemented on Ambertrack for each subject area, which the class teacher is responsible for inputting data. All staff are required to take an active role in tracking student attainment against targets and in taking necessary and appropriate intervention. Individual teachers will keep their own records of student achievement in their classes. This could include examples of assessed work.

Standardised Work

Teachers are expected to keep portfolios of student work as exemplars of agreed assessment standards. It is also useful evidence of procedures for the Quality Assurance Folder, internal and external moderation, and will aid the completion of the SER.

Alison Adams (Deputy Head Teacher) will be the lead internal verifier for the school.

Progress Reviews

A strong partnership with carers, based on frequent, regular, personalised and pertinent communication, helps the students to achieve their best. Termly reviews take place between carers and teachers. The record of learning is reviewed and discussed with tutor, student and link worker; grades and narratives on their general learning attitude and ability is also discussed. Reporting on progress is tracked by teachers termly.

Monitoring and Evaluation

Students

- Are expected to read and take note of feedback given by teachers
- To address the suggestions for improvement
- To ask for clarification where necessary
- To participate in self-evaluation; this includes noting down any instructions / guidance given

Carers

- Are expected to discuss targets with their key child
- Encourage their key child to engage positively in their education
- Ask for support for their key child as necessary
- Keep the school informed if there are any particular reasons why their key child is finding tasks difficult

Teachers

- It is the responsibility of all teachers to ensure that assessment is an integral part of the teaching and learning experience at all levels – from planning through to delivery and evaluation.
- Each subject teacher is responsible for accessing, using, monitoring and updating assessment data for their teaching groups.
- Each subject teacher is responsible for ensuring that all lessons deliver the agreed schemes of learning and that the most relevant assessments identified in that scheme of learning are completed.
- Records of individual student progress should be simple, relevant and useful, providing information for future planning. They should be available to support

judgments made – particularly when reporting to carers and other professionals during PEP and LAC meetings.

- All reports and comments about student attainment should be supported by evidence and should not be a surprise to students.
- Assessment practices should be communicated and shared with students – displays, reference materials, checklists etc. should be used to support students in becoming competent at assessing their own and others' performance and level of attainment.

The Additional learning Needs Coordinator (ALNCo) will ensure that all staff are aware of the necessary access arrangements, and reasonable adjustments for learners who are entitled to these, The ALNCo will also coordinate the provision of additional support as they would do in normal circumstances.

Senior Leadership Team SLT has a responsibility to:-

- SLT will conduct a cross-curricular scrutiny of work across all Golfa Stages at least once a year. Findings and points for action should be discussed with ALNCO and outcomes shared with all staff.
- SLT are responsible for monitoring assessment practices and the use of data across the school.
- Conduct regular student voice with a focus on work scrutiny
- Evaluate and review the assessment policy in line with the schedule for policy review
- Support the development of assessment for learning strategies through the Continuing Professional Development programme
- Ensure that the assessment policy is consistent with good practice and with other policies