

The Levett School



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Positivity | Determination | Reflection | Integrity

Assessment Policy

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<i>Ratified by full Management committee:</i>	
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<i>Allocated Group/Person to Review:</i>	Annali Crawford
<i>Signed by Chair:</i>	
<i>Signed by Head teacher:</i>	

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Doncaster
Council

Assessment Policy

Vision Statement: "Where New Beginnings Start"

The vision is one of pupils who, by the time they leave the School, will be informed, self motivated and responsible citizens, ready for their next phase of education.

Pupils will leave our School happy, with a sense of well-being and with positive memories of their experiences and achievements of their time in the School.

They will be active learners who are able to tackle problems. They will be able to deal with the everyday demands of literacy, numeracy and technology and have a moral and spiritual awareness.

They will be confident and have increased positive attitudes that will prepare them well for life in the community and the wider world.

1. Introduction

At The Levett School we believe that assessment provides the basis of informed teaching and planning, helping pupils to overcome difficulties and ensuring teaching builds upon what has been learned. It is also a means by which pupils understand what they have achieved and what they need to work on.

2. Aims and Objectives

2.1 Assessment supports learning and development by identifying what each student has learned, how they have developed and identifying his/hers future goals.

2.2 Assessment is vital to the process of learning and development and providing information to:-

- to enable our children to demonstrate what they know, understand and can do in their work;
- Identify a 'base-line' for all new students both academically and emotionally on entry to the Levett School.
- Establish individual targets for each student.
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the personalised needs of each child;
- Evaluate the success of teaching and learning.
- Identify individual student's progress against meeting both academic and behavioural targets.
- Give each student the equal opportunity of their entitlement to the National Curriculum, developing their social, intellectual, moral, emotional, spiritual and physical skills by assessing their progress in these areas.
- to provide regular information for parents that enables them to support their child's learning;
- Use records to inform and enable successful reintegration of students into mainstream or alternative provision providers.

2.3 Assessment provides information that is useful to a variety of audiences. The Levett School will gather information and share it appropriately with:

- The Students, to assist their academic and emotional development.
- Teaching staff to inform future planning, ensuring the needs of the students are met.

- The 'dual registered' school, or onward education provider to ensure reintegration can be effectively managed.
- The parent/Carer to ensure progress and attainment can be reviewed and celebrated.
- External agencies responsible for the performance of the School.

3. Types of Assessment

3.1 We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: Assessment for Learning and Assessment of Learning.

3.2 Assessment for Learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge). Peer and Self-assessment forms part of this process.

3.3 Assessment of Learning (summative assessment) involves judging pupils' performance against national standards. Teachers make these judgements in at the end of each half term. Summative assessments:

- Provide a summary judgement about what has been learned by each student at a specific point in time
- Show what students can achieve without support
- Inform any subsequent intervention activities Summative assessments will take a variety of forms, depending on the nature of each subject.

3.4 We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance. (Refer to Feedback and Marking Policy for more detail).

4. Planning for assessment

- 4.1 A base-line assessment will be conducted within the first two weeks of a placement, using a combination of: observation, classwork, oral and written summative testing and communication with the previous education provider.
- 4.2 We use our school's curriculum overview to guide our teaching. In this overview, we set out the outline of what is to be taught to each year group. Schemes of work are used to give the detail for each subject.
- 4.3 Medium Term plans are written that show the objectives the pupils will be working towards and the personalised activities to meet those objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability.
- 4.4 Teaching Staff always share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged. These are taken from Class Track.
- 4.5 Teaching Staff ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.
- 4.6 We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class. This is recorded using Class Track.

5. Assessment and Recording

5.1 We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject.

5.2 Individual Summative assessments are recorded on O Track Deeper Learning Program six times per academic year.

5.3 On O Track Class Track, we record how each child has accessed the learning objective and whether they have partially met the outcome (beginning), Working towards the outcome (developing) met the outcome (at) or exceeded the outcome (going deeper), so that we can take the needs of these pupils into account when planning for the next lesson.

5.4 A grading system is in place which indicates how well the pupils have understood that particular unit of work. The goal is to get as many pupils to reach the 'At' threshold and beyond. We expect pupils to make one stage of progress each half term.

The scale is:

Going Deeper		Working above end of year expectations	Grasped the main concepts and skills in a unit/ topic and can apply to new contexts.
At		Working at end of year expectations	Has a secure understanding of the main concepts and skills when applied in familiar contexts.
Developing +		Working towards end of year expectations	Grasped most of the main concepts and skills in a unit of work, and is approaching 'At'.
Developing			Grasped some of the main ideas and skills in a unit/ topic, others require development.
Beginning +		Working below end of year expectations	Beginning to grasp some of the main ideas and skills in a unit/ topic.
Beginning			Has limited understanding of the ideas and skills in a unit of work.

5.5 Whatever the nature of the assessment, the outcomes will generate a grade on this scale or be converted to a grade on this scale. Tests are a good example of an assessment where conversion will be necessary. So in a Science test, for example, grade boundaries will be created to convert a percentage score into a grade.

5.6 The goal will be to get as many students as possible to reach the 'At' threshold and beyond.

5.7 It is important to note that assessments gradually become more challenging as students move from year to year, so students can continue to achieve 'At' for example and be making expected progress.

5.8 For pupils in KS3 the assessments can be converted into a projection for GCSE grades. This is illustrated in the table below:

GCSE grade	Year 7	Year 8	Year 9
6			
5			GD
4		GD	AT
3	GD	AT	D+
2	AT	D+	D
1	D+	D	B+
Entry Level	D	B+	B
Working towards	B/ B+	B	

This table is for illustrative purposes only. It is unlikely that progression through GCSE grades will be as linear as this, but it is our intention that the curriculum and corresponding assessments are mapped to GCSE grades and gradually ramped up. Some students will be working below grade 1 on entry to Year 7, so two additional grades have been added below it.

5.9 Each half term pupils will be given a grade in the following subjects:

Core	Maths English (Reading, Writing, Speaking & Listening) Science
Foundation	Art & Design Computing Design and technology Languages Geography History Music PE (Citizenship – KS3 only)

6. Reporting to parents

6.1 We have a range of strategies that keep parents fully informed of their child's progress in centre. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

6.2 During the summer term, we give all parents a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. Each half term a progress report will also be sent home showing progress made towards their end of year targets. (See appendix 1).

6.3 In reports for pupils in Year 6, we also provide details of the levels achieved in the National Curriculum tests.

7. Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.

Full details about this can be found in the Feedback and Marking Policy.

8 Inclusion and assessment for learning

8.1 Our School aims to be an inclusive School. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

8.2 We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

9 Moderation of standards

9.1 All teachers study examples of children's work within school. They use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.

10. Link to other policies and documents

- Teaching and Learning Policy
- Feedback and Marking Policy
- Curriculum Policy

10 Monitoring and review

10.1 The Deputy Headteacher responsible for Teaching and Learning is responsible for monitoring the implementation of this policy. This Policy will be reviewed every two years or earlier if necessary.

Appendix 1: Assessment Materials, Tools and Tests

- Focused marking
- Pupil observations
- Book/work scrutiny
- Guided reading records
- Phonics assessment materials
- Teacher planned comprehension tests/ activities
- Reading tests
- Writing samples
- Class tests
- Exam style questions (KS3)
- Practice SATS (Year 2 and 6)