Mayesbrook Park School
Alternative Provision for young people in Barking and Dagenham

ASSESSMENT POLICY

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(Review July 2018)

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ASSESSMENT POLICY

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Version 1	12/10/2016	Update post Ofsted action plan
Version 2	July 2017	Post monitoring visit
Version 3	July 2018	Post monitoring visit

Mayesbrook Park School (MPS)

AFL

'There is firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards.'

1. Rationale

At MPS we believe that assessment is an integral part of learning both for teachers and students. It is about how students take part in learning and identifying gaps in knowledge in order to support and challenge the student and understand together how to support and challenge to maximise learning.

AfL provides the basis of informed teaching; individual strengths and challenges can be explored and gaps in knowledge and skills can be identified. A consistent and accurate approach to assessment ensures the provision of well-planned lessons that build upon what has been learned and ameliorate challenges, thus students have the opportunity to progress and reach their potential.

2. Aims and objectives

The aims and objectives of this policy are:

- To ensure that every student is appropriately challenged and supported to maximise learning progress throughout the MPS service
- To establish an accurate, consistent approach to assessment, recording, reporting and target setting that has integrity across all MPS centres
- To provide moderated and standardised information that allows school leaders and governors to make judgements about the effectiveness of the MPS service and to evaluate the service's performance against its own previous attainment over time and against national data from FFT
- To provide clear guidelines and expectations for staff about MPS assessment and monitoring routines
- To enable leaders to monitor the teaching and learning at individual centres and the MPS service as a whole
- To evaluate the effectiveness of teaching and learning at individual centres and across the MPS service
- To provide regular challenge to students about the next steps in their learning
- To enable staff to match learning to the needs, abilities and talents of individual students
- To ensure that students with barriers to learning have their strengths and difficulties supported, particularly for the setting of individualised learning programmes, Learning Support Professional intervention or special exam arrangement applications.
- To provide regular feedback to referring schools, parents, students and staff about the progress and development of individual learners
- To enable centres to target interventions and monitor the effectiveness of those interventions for individuals or groups of students

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- To enable leaders to identify underperforming groups and intervene effectively

3. Types of assessment:

At MPS, we use a combination of Assessment for Learning and summative assessment as outlined below:

Assessment for Learning (AfL)

AFL indicates what is already known and what gaps in skills and knowledge exist.
With this information it is easier to plan the next learning steps and provide interventions where appropriate.

Assessment for Learning – (AfL)

'The dialogue between pupils and a teacher should be thoughtful, reflective, focused to evoke and explore understanding, and conducted so that all pupils have an opportunity to think and express their ideas.'

'Inside the black box'

AfL is formative assessment. AfL takes place during learning, allowing teachers and pupils to assess on-going progress. As learning and teaching continues further formative assessments indicate whether teaching plans require amendment in order to reinforce or extend learning

AfL is used by teachers in every lesson to:-

- identify strengths and gaps in skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support

All learning tasks are AfL opportunities and it is important that teachers:

- clearly communicate with all students learning goals and success criteria
- use effective and differentiated questioning as opportunities to assess the understanding of the lesson with each student
- value all students' responses and views and encourage them to view errors as learning opportunities
- Give constructive feedback which indicate next steps students can take to progress & in order to develop students' motivation and ability to become independent learners encourage them to reflect on their own learning and monitor their own progress

Summative Assessment - Assessment of Learning
Summative Assessment sums up what a student has achieved at the end of a period of time in relation to learning aims and relevant national standards, for example an end of topic test/ assessment

Summative assessments:
- identify attainment through one-off standardised and moderated tests at any given point in time
- record performance in a specific assessment objective at a specific date
- provide age standardised information in reading and spelling
- provide GCSE data against which the service will be judged
- Allow the identification of attainment of groups of students
- Support sharing of information as students transition from one key stage to another/ new educational institution

4. Practice at MPS centres

Assessments	Practice
• **Assessment on entry to the service from prior data/EPP referral form/FFT**	▢ We are proactive in sourcing data information on students who are referred to our service. As many of our students have been absent from school for some time, KS2 & KS4 data may be missing ▢ Where possible KS2 data from FFT will be used to inform teaching ▢ A CAF will be sent to the centre on referral and a SEMH assessment completed by the referring school
• **Baseline assessments**	▢ Baseline levels will be obtained on entry as often data that is available does not take into account of school attendance(within the first two weeks of attendance) ▢ Campuses will retain copies of baseline tests ▢ Baseline results for subjects, reading, spelling and PASS results will be shared with staff to set targets for students and inform teaching ▢ They will also be used with other information to identify student needs, inform individual learning programmes, special arrangement applications and plan interventions

• **Formative assessments as a teaching tool**	☐	There will be at least two opportunities to complete in depth-marked pieces of work each term to measure attainment and progress against curriculum targets and assessment objectives
	☐	These will be used to inform individual teaching
	☐	Other forms of assessments include initial assessment prior to teaching a topic, Question & Answer sessions, written exercises, practical work, peer-assessments and self-assessment tasks. Where appropriate online assessments will be used to identify gaps
• **Summative assessments**	☐	All students will be assessed according to 'MPS Assessment procedures' on a half termly basis or on exit from the service as appropriate. Data drops are on the MPS calendar
	☐	All these tests are held in each centre in the 'Assessment procedures folder'
	☐	Social, Emotional, and mental health of students will be assessed and monitored by utilising a variety of agreed SEMH assessments, including PAS Reading and spelling tests are as in the above document
	☐	Reading and spelling tests are as in the above documents
• **Sharing of Summative assessments on a termly basis**	☐	All results are logged on a SIMs and shared with all staff in the centres, so that teachers and LSPs are aware of a student's
		abilities across the curriculum which informs planning and support
	☐	The SENCO is able to monitor SEND students achievement using this software
	☐	Leaders analyse the data to monitor student progress. Leaders use the data to report to the Governing Body about student progress, in this way the effectiveness of teaching and learning in individual centres and across the service can be externally monitored and evaluated
	☐	Individual student results are collated in a "progress tracker" and displayed in the front of students' books or folders.
	☐	These results are also shared with referring schools and parents on a half termly basis

	☐ Students can then see their progress and be part of the target setting process
	☐ Teachers will keep records of all assessments either in a mark book or electronically to be shared in curriculum meetings or meetings with their Line manager
☐ **Centre data** The data drops ensure the centres can:	☐ Track individual student progress
	☐ Monitor and evaluate attainment by subject, prior data, gender, ethnicity, SEND, FSM and start date, D.O.B., PP, EAL, LAC
	☐ Monitor, set targets and evaluate subject and teacher performance
	☐ Identify exceptional progress, good progress and under achievement
	☐ Inform Leaders in MPS, curriculum leaders, staff and student action plans and interventions
	☐ Inform exam special arrangements and exam entries
	☐ Inform individualised education programmes and accreditation
	☐ Inform decisions around Flexi-learning programmes and transitions.
	☐ Schemes of work must indicate key assessment points and their contribution to the review of student progress
	☐ The programme for Data drops, book marking, learning walks, curriculum team meetings, staff developmental meetings is disseminated to all staff through the staff handbook and is clearly displayed around each centre
	☐ Students must have access to 9-1 scale descriptors to aid their learning. These should be on display in teaching rooms and may be in students' books

5. Target setting

- The assessment process enables staff to set clear targets for and in collaboration with students that are specific, measurable, achievable, relevant and time bound (SMART) whilst also ensuring our expectations are high through our knowledge of student potential from FFT
- Students have targets clearly displayed throughout their work, with guidance on how they can improve.
- There will be a dialogue evident between the teacher and student where guidelines will be clear about how targets will be achieved
- Targets may also be disseminated by Leaders to staff
- All staff will follow the MPS marking policy

6. Reporting

- Head of Centres will report assessments and therefore progress to the MPS Head of Service
- The Governing Body will receive information on the progress of each centre on a termly basis, plus the analysis of KS4 exam results to ensure the MPS service is robustly challenged.
- Parents receive reports on at least a termly basis through review meetings and by post, plus parent's consultation meetings.
- Following a short term placement where students are returning to mainstream schools, (pertinent for Home tuition and Seabrook) parents and schools will receive summative information indicating progress and development in key areas.

7. Responsibilities and Duties

Key Groups	Duties
Governing Body	• Challenge the Leaders of each centre and MPS as a whole to ensure there is a robust system to set realistic but challenging targets for the student and centres to ensure progress for all students from their starting points to the service.
Leadership Group	• Undertake a regular review of the policy • Support and monitor the MPS centres to ensure staff follow the assessment procedures • Ensure a robust performance management system • Set evidence based targets which are reviewed annually • Ensure staff receive appropriate training on interpretation of data and target setting • Determine the 'value added' as well as comparing outcomes to relevant government data and data from similar provisions during the target setting process and reporting to the Governing Body
Curriculum leaders	• Ensure the Assessment Policy is updated and represents their practice • Monitor the consistency of assessment and marking through curriculum team meetings actions e.g. Book scrutiny, marking reviews (see marking policy summary), moderation, portfolio of levelled work • Identify INSET • Ensure deadlines for reports are met • Data is available for monitoring purposes • Data is analysed to set targets and raise achievement
SENCO	• The SENCO will analyse data and monitor progress for each SEND student • The SENCO will recommend and implement interventions to improve outcomes for SEND students • The SENCO will measure the impact of interventions

	• The SENCO will recommend appropriate programmes of study and accreditation so that SEND students can achieve success
Subject teacher	• The subject teacher will use baseline data to set work and targets for individual students • Regularly assess students work according to the Marking Policy • Motivate students by establishing where students are, what they have done well and how they can improve towards a realistic target • Encouraging students to take ownership of their progress by entering a dialogue in their books with the teacher • Celebrate success by using the reward system
Students	• Discuss their targets with the teacher to understand how they can improve • Enter into a dialogue with the teacher following teacher comments to ensure they participate in the learning process by responding to feedback • Complete homework and corrections of classwork as requested by the teacher
Partner Schools	When students are dual rolled we will seek assessment information on entry and use summative assessment results to support students upon return
Parents/Carers	• Attend regular reviews and parents evenings at the Centres to understand the progress of their child and encourage participation and achievements of targets • Attend any meetings with other agencies outside the Centre to address issues as they arise, e.g. attendance, progress, SEMH difficulties

Relevant documents

1. MPS Calendar
2. MPS Marking Policy Summary sheet
3. MPS data drop and exam outcomes reports
4. MPS SEND Policy