



Mayesbrook Park School

Alternative Provision for young people in Barking and Dagenham

ASSESSMENT POLICY

OCTOBER 2016

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Mayesbrook Park School (MPS)

Assessment and Monitoring Policy

'The main plank of our argument is that standards are raised only by changes which are put into direct effect by teachers and pupils in classrooms. There is a body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards.'

Inside the Black Box Assessment Policy

1. Rationale

At MPS we believe that assessment is an integral part of teaching. It is about how students are given feedback about their learning so that they can progress even further; teachers and students can begin to understand what has been achieved and what needs to be worked on.

Assessment provides the basis of informed teaching; strengths and challenges can be explored and gaps in knowledge and skills can be identified. A robust 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.

We are currently reviewing our practice with regards to the 'Final report of the Commission on Assessment without levels' document. In the interim, we will continue to use standardised tests and National Curriculum materials to accurately monitor progress across the MPS service

2. Aims and objectives

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the MPS service
- To establish a coherent, consistent approach to assessment, recording, reporting and target setting across all MPS centres
- To provide 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 standards (as appropriate in an alternative setting)
- To provide clear guidelines and expectations for staff about MPSs assessment and monitoring programme
- To enable leaders to monitor the teaching and learning at individual centres and the MPS service as a whole
- To ensure consistent use of assessment and monitoring procedures across the MPS service, to evaluate the effectiveness of teaching and learning at individual centres and across the MPS service
- To provide regular guidelines to students about the next steps in their learning
- To enable staff to match work to the needs, abilities and talents of individual students
- To ensure that students with barriers to learning have their strengths and difficulties identified, 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

3. Types of assessment:

At MPS, we use a combination of formative (including diagnostic) and summative assessment as outlined below:

Diagnostic Assessment. (Assessment for Learning AfL)

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

Formative Assessment (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'

Formative assessment 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

Formative assessments are used 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 students learning goals and success criteria
- use effective and differentiated questioning as opportunities to assess understanding
- 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
- encourage students 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 / GCSEs.

Summative assessment (assessment of Learning) informs parents and teachers of a students' attainment and progress. This will also inform MPS target setting and predict future attainment

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information
- provide end of key stage test data against which the service will be judged
- provide information about cohort areas of strength and weakness to build from in the future

4. Practice at MPS centres

Assessments	Practice
<ul style="list-style-type: none"> • Assessment on entry to the service from prior data/EPP referral form 	<ul style="list-style-type: none"> □ LBBD will provide data and background information on students who are referred to our service. Unfortunately, as many of our students have been absent from school for some time, KS2/ KS3 & KS4 data may be missing. □ Where possible KS2 data will be collected, and shared with MPS services. □ A CAF will be sent to the centre on referral and a SEMH assessment completed by the referring school
<ul style="list-style-type: none"> • Baseline assessments 	<ul style="list-style-type: none"> □ Baseline levels will be obtained on entry as often data that is available is not reliable. (within the first two weeks of attendance) □ Please see Appendix 1: MPS Assessment procedures □ These will be held centrally and shared with staff to set targets for students and inform teaching □ They will also be used to identified student needs, inform individual learning programmes, special arrangement applications and plan interventions
<ul style="list-style-type: none"> • Formative assessments as a teaching tool 	<ul style="list-style-type: none"> □ 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 criteria □ These will be used to inform teaching □ Other forms of assessments include initial assessment prior to teaching a topic, Question & Answer sessions, written exercises, practical work, peer-assessments, self-assessments, crosswords, quizzes
<ul style="list-style-type: none"> • Summative assessments 	<ul style="list-style-type: none"> □ All students will be assessed according to 'MPS Assessment procedures' on a termly basis or on exit from the service as appropriate. Data drops are on the MPS calendar

	<ul style="list-style-type: none"> <input type="checkbox"/> Alfie Cloud assessments will be used for Science, Maths, English and ICT <input type="checkbox"/> Reading and spelling tests are as in the above document <input type="checkbox"/> All these tests are held in each centre in the 'Assessment procedures folder' <input type="checkbox"/> Social, Emotional, and mental health of students will be assessed and monitored by utilising a variety of agreed SEMH assessments, including PASS
<ul style="list-style-type: none"> • Sharing of Summative assessments on a termly basis 	<ul style="list-style-type: none"> <input type="checkbox"/> All results are logged on a spreadsheet and shared with all staff in the centres, so that teachers and LSPs are aware of a student's
	<p>abilities across the curriculum which informs planning and support</p> <ul style="list-style-type: none"> <input type="checkbox"/> The SENCO is able to monitor SEND students achievement using this document <input type="checkbox"/> 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 <input type="checkbox"/> Individual student results are collated over time and displayed in the front of students' books <input type="checkbox"/> These results are also shared with referring schools and parents on a termly basis <input type="checkbox"/> Students can then see their progress and be part of the target setting process <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Centre utilising data The data drops ensure the centres can: 	<ul style="list-style-type: none"> <input type="checkbox"/> Track individual student progress <input type="checkbox"/> Monitor and evaluate attainment by subject, prior data, gender, ethnicity, SEND, FSM and start date, D.O.B., PP, EAL, LAC <input type="checkbox"/> Monitor, set targets and evaluate subject and teacher performance (using exam performance data tracker sheet) <input type="checkbox"/> Identify exceptional progress, good progress and under achievement <input type="checkbox"/> Inform Leaders in MPS, curriculum leaders, staff and student action plans and interventions <input type="checkbox"/> Inform exam special arrangements and exam entries <input type="checkbox"/> Inform individualised education programmes and accreditation

	<ul style="list-style-type: none"> □ Inform decisions about Flexi-learning programmes □ Schemes of work should 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
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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.
- 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 a termly basis through review meetings and by post, plus parents 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 a report indicating progress and development in key areas.

7. Responsibilities and Duties

Key Groups	Duties
Governing Body	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • The SENCO will recommend appropriate programmes of study and accreditation so that SEND students can achieve success
Subject teacher	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 • Complete homework and corrections of classwork as requested by the teacher
Parents/Carers	<ul style="list-style-type: none"> • Attend regular reviews and parents evenings at the Centres to understand the progress of their child and encourage participation and achievements of targets

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| | <ul style="list-style-type: none">• Attend any meetings with other agencies outside the Centre to address issues as they arise, e.g. attendance, progress, SEMH difficulties |
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Relevant documents

1. MPS Calendar
2. MPS Marking Policy Summary sheet
3. MPS Assessment tool kit
4. MPS Exam analysis data sheet
5. MPS conversion data sheet
6. MPS SEND Policy