



PATRON  
HM THE QUEEN



## Assessment Policy 2018

**Responsibility:** Head of School

**Reviewed:** September 2018

**Reviewed by:** Deputy Head

**Next Review due:** September 2019

**File location:** H drive , staff , child protection folder.

**This policy is available:**

- On the website - <http://www.lvs-oxford.org.uk/policies/10632.html>
- On request from - [enquiries@lvs-oxford.org.uk](mailto:enquiries@lvs-oxford.org.uk)



## **1.0 Introduction**

### **1.1 What is the Legal Framework for the Policy?**

The Government is committed to developing personalised learning and to improve the rates of progression for all children. Our Assessment policy builds on a range of good practice identified in:

- Council for curriculum, examinations and assessment
- Assessment principals document published by DFE in April 2014
- National curriculum assessment for schools, Sept 2014

### **1.2 Policy statement and Aims**

Assessment is a continuous process which is integral to teaching and learning. It should be developed and implemented in such a way as to maximise understanding of what students know, understand, and can do, as well as identifying any areas for further improvement/development and to celebrate achievements in their broadest sense. It necessitates a whole school approach, incorporating the whole school policy, and must involve all teachers, all students and wherever possible all parents.

The aims of our Assessment policy include:

1. Recognising and celebrating a wide range of achievements of the students.
2. Identifying ways that students can improve
3. Is linked to whole curriculum planning and delivery
4. Motivates students to achieve targets that will enhance their learning and increase self-confidence
5. Is in keeping with the school aims and ethos
6. Enables teachers through the assessment process to plan effective learning experiences for students

Assessment procedures should act as a tool to raise achievement in conjunction with the whole school marking policy. Assessment procedures should allow individual progress to be monitored and measured.

Assessment practices must be consistent within the school. All information collected should have clear purpose and be used to enhance progress.

Assessment should be:

Formative - to recognise achievement and to plan the next step

Diagnostic - to identify learning difficulties and indicate where help is needed

Summative - to record overall achievement

Evaluative - to assess the various aspects of the education that they have planned



### **1.3 Key Definitions**

Assessment – is the analysis of learners’ needs and levels of attainment by the application of a range of formal and informal measures.

Formative assessment – is the collection of assessment data by the continuous monitoring of performance. – Forming an opinion on how the learner is doing.

Summative assessment – is the collection of assessment data retrospectively by the application of testing, etc. – Summing up how the learner has done.

Planning – is the development of teaching and learning programmes designed to meet the needs of learners as identified by assessment or as set out in a scheme of work.

Recording– is the notation of progress towards a defined target arising from Individual Education Plans, courses or Schemes of Work and the collation of evidence of achievement to support the process of summative assessment.

## **2.0 Roles and responsibilities**

### **2.1 The Responsibility of the Governors**

The Education Committee have a responsibility to ensure that they support the school to enhance learning and improve the rate of learning. They will ensure that the approach to assessment feeds into a cumulative understanding of learners’ achievements.

### **2.2 The Responsibility of the Head of School**

The Head of School will;

- Access training for staff to ensure that that all staff understand the purpose of assessment as a powerful way of raising learners’ achievements and that assessment is seen as central to effective teaching and learning of learners.
- Ensure that the approach to assessment is a school-wide system which feeds into the school’s cumulative understanding of the learners’ assessments.
- Support all staff to contribute evidence which creates a well formed, reliable picture of each child’s performance.
- Delegate responsibility for assessment to the Deputy Head, who will ensure assessment systems and procedures are followed by staff and will create a data pack three times a year for the Head of School and Governors.



### **2.3 The responsibility of Teaching staff / HLTAs**

- Teachers will share learning objectives/ success criteria with learners during lessons.
- Teachers will adhere to the marking and feedback policy, to show students how to improve and praise students.
- Teachers will baseline their students and provide effective teaching and learning to enable students to progress.
- Teachers will ensure baselines and targets are shared with students, they are clearly shown in student books and students know how to make the next steps in their learning to make good progress.
- Teachers will use teaching and learning strategies to assess progress throughout the lessons, to enable teachers to gauge each individual students learning and plan for the next learning steps.
- Teachers will adequately use other adults in the classrooms to assess learning and progress of students.
- Teachers will know the wider assessment data of the students, including reading ages, spelling ages, CATS scores, learning style data to effectively plan and differentiate for the students in their classes to ensure progress is made.
- Teachers will ensure high quality student work books, which are kept to a good standard and show progress over time.
- Teacher will input baseline and target data into the schools data management system, when required and enter progress data three times a year.
- Discuss progress and targets with parents at the three parent's evenings a year.

### **2.4 The responsibility of Subject leaders**

- Monitor teacher's books to ensure they adhere to the marking and feedback policy and show progress over time.
- Subject leads should internally moderate marking to ensure consistency
- Ensure teachers input baselines and targets into the data management system and display them in student books.
- At the key assessment points in the year analyse the data to identify who is making progress and not making progress and provide timely and targeted intervention.
- Provide a termly progress report to the Head of School and Director of SEN.
- Provide a half termly progress report to the Deputy Head.

### **2.5 The responsibility of Form Tutors**

- Form tutors have a key role in monitoring the curriculum experience and achievements of the students; this will be done through mentoring and completion of student profiles and plan documents.



### **3.0 Assessment at each key stage**

#### **3.1 Assessment - Key Stage 3**

Student progress and attainment in key stage three core subjects of maths and English will be assessed against the Key stage one, key stage two and key stage three frameworks. Students are base lined in regards to where they are in relation to the Ks1, 2 or 3 assessment frameworks for maths, reading and writing. This is to enable an accurate starting point and targeted teaching, which provides challenge or extra interventions, depending on the student and builds on their prior learning.

Students at LVS Oxford have a very wide spread of prior knowledge and educational experiences in relation to maths, reading and writing. In these subjects the students are placed in broad ability groups to enable effective teaching, progress and differentiation.

Student progress and attainment in Key Stage 3 Foundation subjects (history, geography, science, cooking, Art, Rs, music, health and fitness) will be assessed against 'Steps'. Each Step describes the skills, knowledge and understanding that students should master by the end of Key Stage 3 in each different subject they are taught. These 'Steps' are based on the assessment objectives of Key stage four courses and cover the key stage three national curriculum skills content. This enables the school to baseline each student against each 'step' in each subject and set clear targets for how each student can get to the next step. Due to the nature of our students, the fact that they may have missed primary school lessons or come into the school at different times in key stage three, these steps enable accurate baselines to be established and clarity for the students and staff to enable progress to be made.

#### **3.2 Assessment – Key stage 4**

In all subjects students are base lined on entry and then personalised targets set. This is in all courses offered, GCSEs, entry levels, ABC awards for example.

#### **3.3 Assessment – Sixth Form**

On transition to the Sixth form, student's prior attainment is gathered and they choose appropriate courses and pathways. Students can do a mix of GCSEs and vocational courses. In GCSE courses baselines and targets are set, as in Key stage four. If a student is doing Functional maths or English, they will undertake a diagnostic assessment called BKSB; this gives clear indication of the level they should be working towards i.e. Entry level, level 1 or 2.

#### **3.4 Attitude to Learning**



All students attitude to learning is assessed on a 4 point scale at three points in the year;

- 1 = Outstanding attitude to learning
- 2 = Good attitude to learning
- 3 = satisfactory attitude to learning
- 4 = poor and concerning attitude to learning

#### **4.0 School Assessment procedures and processes**

- On admission, all learners will have an EHCP including a set of outcomes. All staff with responsibility for the learner must read these outcomes.
- Each new learner will be base lined and have targets set in each subject, using the criteria for the key stage they are in, within the initial 6 weeks. Students will be given personalised targets, see below;

EOYT – End of year target

EOKST – End of key stage target

AEOKS – Aspirational end of key stage target

Targets will be personalised and adjusted accordingly if they are reached through the year.

- Each new student will have a reading test, spelling test and undertake CATs tests (cognitive abilities tests) in the initial 6 week period.
- CATS will provide us with a understanding of the students cognition level and set predicted targets. These CATS are based on students of a more standard educational experience and with no SEN needs so they are used only as a guide for target setting and a tool to ensure we are setting challenging and aspirational targets.
- All targets will be shared with students and guidance provided in relation to how to reach those targets.
- Students will also undertake a learning styles questionnaire to support teaching and learning and personalisation in the classroom, within the first 6 weeks.
- Each student will undertake a SDQ (strengths and weaknesses questionnaire) and a social and communication skills baseline to support development in these areas, within the first 6 weeks.
- All students have a 6 week review meeting to discuss baselines and targets set with parents and tutors.

This policy is to be read in conjunction with the following policies;



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**LVS** Oxford

- a. Marking and Feedback Policy
- b. Curriculum Policy