



## **Birtenshaw Education Services Assessment Policy**

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This policy should be read in conjunction with the Curriculum Policy, Transition and Induction Policy and Teaching and Learning Policy.

### **Rationale:**

The aim of Birtenshaw is to *“brighten lives and build futures”*. In order to achieve this aim, children and adults are supported in their learning so that they are able to make good progress from their individual starting point. Ongoing assessment is vital to ensuring that progress is sustained and work is pitched at the correct level for each pupil/learner. Assessment methods are both formative and summative and are an opportunity for both pupil/learners and teachers to evaluate the learning that has taken place and plan next steps.

### **Aims:**

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Assessment serves three fundamental purposes:

1. To help pupil/learners learn by providing daily feedback which is motivating – this can be formative or summative
2. To help teachers teach more effectively and personalise the learning
3. To provide accurate attainment data for pupil/learners, parents/carers and local authorities.

## **Assessment Processes:**

### **Assessment for Learning**

During lessons/sessions, teachers will engage in the following activities which support assessment:

- Share Learning Objectives with pupil/learners and learning support assistants (LSAs) in language the pupil/learners can understand.
- Set high expectations for each pupil/learner ensuring that outcomes are achievable and measurable.
- Provide clear success criteria at an individual level
- Provide modelling/exemplars to show what is expected
- Provide opportunities for self-assessment and peer assessment where appropriate
- Provide opportunities for pupil/learners to reflect on their own learning using appropriate communication methods at an appropriate level.
- Provide next steps feedback, verbally, on marked work and in instructions to LSAs, so that they are clear about how to move a pupil/learner forward in their learning
- Display work and celebrate small steps achievement.
- Use starter activities and plenaries to check understanding and bridge learning within and between lessons.

Where pupils/learners have needed assistance to complete a piece of work, the work should show clearly the level of assistance that has been provided so that assessment judgements are accurate.

### **Assessment of Learning**

Within 12 weeks of a pupil/learner entering the school or college, baseline assessments should be completed. These will take account of prior attainment data, observations and criteria based assessments using the Wilson Stuart P Steps, ASDAN PPQ, ASDAN Horizons through SOLAR.

Expected Progress targets are set by the Head of Service which are broken down into half termly steps so that we can identify whether sufficient progress is being made towards the end of year target.

SOLAR allows for flexibility in “flight paths” which determine the expected levels of progress for each pupil/learner. The flexibility means that pupils/learners who have increased barriers to learning such as significant absences or complex health needs can still achieve expected levels of progress. The flight paths have been set using the historical national expected levels of progress as a guide:

Progress by the end of a year (WS P Steps) Key Stage 1-3		
Baseline	Expected Progress	
P1i	P1i*	15%
P1ii	P1ii*	15%
P2i	P2ii	33%
P2ii	P3i	33%
P3i	P3*/P3ii*	33%
P3ii	P3ii/P4	33%
P4	P5	33%
P5	P6	33%
P6	P8	66%
P7	P9	66%
P8	P10	66%
P9	P11	66%
P10	P12	66%
P11	P13	66%
P12	P14	66%
P13	P15	66%
P14	P16	66%
P15	P17	66%
P16	P18	66%
P17	GCSE/BTEC	
P18	GCSE/BTEC	

Pupils completing ASDAN Horizons, ASDAN PPQ, BTEC and Functional Skills qualifications will follow individual flight paths in line with their own long term aspirations and level of ability.

Summative assessments are completed on a half termly basis using Solar for Schools assessment tools. Progress is then then recorded and analysed against the three

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target areas – Emerging, Developing and Secure. SOLAR provides a colour coded overview of progress to ensure that any anomalies or areas of slower progress are picked up quickly so that teaching staff can ensure that appropriate targets are set and/or interventions put in place.

Within the whole school self- evaluation and monitoring process, there are scheduled opportunities throughout the year for standardisation and moderation of assessment to take place.

Where appropriate, external accreditations are used to recognise progress, achievement and attainment.

### **Reporting:**

Progress is formally reported to parents/carers on a termly basis. In addition, interim progress reports may be prepared for review meetings.

Progress is also shared with the Governing Body through the Head of Service report.

Achievement is shared with the Children's homes, where appropriate, with updated information on what the pupil/learner is currently working towards in school.

### **Responsibilities:**

Each Head of Service is responsible for:

- Ensuring that quality assessment is an ongoing process. Learning Walks, formal lesson observations and Continuing Professional Development (CPD) opportunities are part of this process. In addition, the monitoring and evaluation schedule clearly sets out when evaluation and review will take place.
- Setting performance management targets that monitor pupil/learner progress.
- Reporting progress and sharing data with Governors.

Each Assistant Head of Service is responsible for:

- Ensuring that summative assessments using SOLAR are completed.
- Analysing the tracking database and reporting to each Head of Service.
- Ensuring that appropriate targets are set and/or interventions put in place.

Each Class Teacher is responsible for:

- Ensuring that lessons are planned in such a way as to include Assessment for Learning opportunities.

- Ensuring that summative assessments using SOLAR are completed regularly by classroom staff.
- Ensuring that summative assessments and internal verification for BTEC and Functional Skills Accreditations are completed regularly and reviewed at the end of each term.
- Ensuring that planning is individualised so that expected progress targets can be met.
- Ensuring that LSAs fully understand the role in using assessment information to support pupil/learners' learning
- Providing accurate quality termly reports for parents/carers and local authorities and any other interim reports that may be required.

### **Equal Opportunities:**

Birtenshaw supports the rights of all pupils/learners to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality.

Birtenshaw promotes an ethos of respect for everyone.