



North East Essex

Additional Provision School

Re-engaging young people with education and life-long learning

Assessment Policy 2013-4

Date Policy Agreed:

Date of Next Review:

Signed:

NEEAPS Assessment Policy

Aims of the policy

- To provide clear guidelines on the approach of NEEAPS to assessment.
- To establish a coherent approach to assessment across all NEEAPS teams.
- To provide a system that is clear to learners, staff and other stakeholders.

Introduction

Assessment is a term that encompasses a wide range of activities, formal and informal, summative and formative. Summative assessment has traditionally tended to dominate teaching and assessment and has a place in providing a summary of achievement. However, there is research evidence to suggest that formative assessment, or Assessment for Learning (AfL), has a greater impact on motivation and attainment.

The collection and storage of NEEAPS assessment data is managed using SIMS.net and the analysis and reporting system is carried out using its Assessment Manager application.

Assessment on Entry

Learners enter NEEAPS throughout the academic year and often arrive mid year. Prior assessment data for Maths and Literacy is collected where possible using the CAT scores and PASS and Teaching Assistant's.

Learners are interviewed in advance of a two-week induction program during which they complete literacy and numeracy assessments using national standardised tests. Age appropriate Cognitive Abilities Tests (CAT) follow and the results are stored in SIMS.net using the Induction mark sheet. The information is first used to identify the appropriate NEEAPS site before being made available to teaching staff during week two of the induction process. During week two subject induction staff have an opportunity to talk to young learners about their prior experience of the curriculum area before making 'best fit' judgements on NC levels based on test results and agreed departmental protocols.

A significant number of learners arriving in NEEAPS have Special Educational Needs (SEN). Some are emotional or behavioural in nature; others relate to learning.

Pupil Attitude to Self & School (PASS) data provides a clear view of what learners think about themselves and their school experience. This survey is completed on entry to enable us to look for demonstrable advances in self-esteem and an improved response to staff and school.

The induction process and the assessment data collected provide the information that enables us to place each child in the learning group with the most appropriate programme of study. Social needs can also be catered for based on any prior knowledge of the learner and their attitude to learning on entry. *Class Tutors* use the entry assessment data to draft **Individual Education Plans** for every young person in NEEAPS schools. Targets are set with the support of the *SENCO* and the *Induction Mentor/Class LSA* before being amended and finalised with the learner and her/his family.

Recording and Tracking Learner Data

Academic

Learners' current attainment levels and indicative grades are recorded termly in order to track progress. At KS3, staff record NC levels and sub-levels; at KS4 GCSE current attainment grades and progress are measured against targets. Learners and parent/carers are kept informed about performance at the beginning or end of each term.

Attendance & Attitude to Subject Assessment

Attendance and 'attitude to learning' data makes an important contribution to learning and progress within subject areas. POTA's are entered on a bi-termly basis using agreed descriptors and the results are distributed to parents/carers three times a year. (For descriptors see appendix)

Learner Self Assessment

AfL practice aims to develop critical self-reflection in all of our learners. Adults working in NEEAPS are expected to:

- plan for peer assessment and self-assessment opportunities in lessons
- explain the intended learning outcomes behind each task and how they relate to the learning objectives
- provide learners with clear success criteria that help them assess the quality of their work
- train learners over time to assess their own work and the work of others and develop an appropriate language to do so
- frequently and consistently encourage learners' reflection on their learning
- guide learners to identify their next steps.

Marking and Recording

Classroom teachers, subject leaders and SLT monitor learners' work. Book Looks and Work Scrutiny take place in the Spring and Summer term. The quality of learners' work is evaluated using agreed criteria and targets are set to enable teams to improve the consistency of delivery and outcomes. Written and non-written work should be evidenced where appropriate and assessed in line with NEEAPS Marking Policy. Where applicable outcomes will have evidence of AFL.

As part of the teaching and learning process, descriptors for NC levels are discussed and examples analysed as a class and/or individually so that learners are aware of what is required to achieve different levels and what they need to do to improve. Similarly, exemplar work is used at KS4 to guide learners. Teachers are expected to acknowledge every piece of work set, and to mark one piece of work with a NC Level or GCSE grade.

Key Stage Leaders and Subject Leads monitor AFL termly using medium and short term planning. This monitoring takes place mid-term and is timetabled on the school calendar. Further evidence of AFL outcomes is reviewed as part of the work scrutiny cycle.

Use of Data

Learners' targets are set using the data collected throughout the assessment cycle. Teachers track individual learners' progress and attitudes to learning before performance is analysed by Subject Leaders, Key Stage Leaders and other members of NEEAPS leadership team. Data and tracking is used to inform planning and to enable targeted interventions to improve outcomes for individuals and groups. Learner progress is reported to NEEAPS management committees four times a year.

Marking Policy

The marking of learner work is an on-going process which measures effort, reviews the quantity of outcomes, matches levels of ability and assesses attitudes to learning and the ability to work independently. In NEEAPS Campus all work is marked using ticks where appropriate and accompanied by comments that inform the learner how learning objectives have or can be achieved. At the end of a topic, marking should be both formative and summative. Learners must know the level or grade at which they are working and receive instruction about actions they need to take to improve. Learners must be made aware of the development necessary for them to achieve their end of key stage level or grade.

- All books/ folders/ online galleries where appropriate contain progress stickers for each term (6 per year)
- Learning objectives/ outcomes and success criteria are shared with learners and referred to when giving verbal and written feedback
- All learners have frequent opportunities for self or peer assessment as well as teacher assessment. It is made clear in books where this has taken place using the following abbreviations: TA – teacher assessment, SA – self-assessment, PA – peer assessment
- Non-written tasks are evidenced with a teacher comment in learner books
- All marked work is initialled and dated by the teacher/ other adult
- A minimum of two pieces of work per unit or topic is marked with a National Curriculum/ GCSE/ BTEC level/ grade and, where appropriate, accompanied by diagnostic comment that informs the learner 'where they are' and what they need to do to move on to the next level/ grade.