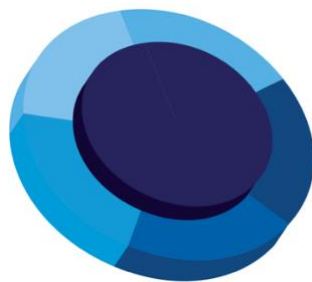


# Harpurhey Alternative Provision School



## Assessment Policy

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## 1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

## 2. Legislation and guidance

Schools are free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

## 3. Principles of assessment

*We believe that effective assessment enables our teachers to meet the educational needs of our students. Therefore, assessment is an important part of our school calendar and daily life.*

*Our teachers are supported to understand the different types of assessment and their specific purposes. We aim to do this without adding unnecessary workload for teachers.*

*We are constantly striving to refine and improve our assessment practices and look for best practice elsewhere so that we can learn from this.*

*All students should benefit from strong assessment practices regardless of their background or ability.*

## 4. Assessment approaches

At HAPS we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We obtain baseline information about our students from the referring school and through NGRT tests. Student baseline assessments in English, Mathematics, Science, Reading, Spelling, Student attitudes to self and school, CAT4, Dyslexia and Dyscalculia.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

#### 4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Staff** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment will be used to assess knowledge, skills and understanding. Staff will be guided on how to do this by the Headteacher and the teacher in charge of assessment but will also have freedom to design their own approaches that are practical for the individual cohort.

Staff will be expected to use formative assessment to identify gaps and misconceptions and should use this information to inform their planning.

It is good practice to involve students in the assessment process as this will help them to have a deeper understanding of what is expected.

#### 4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure Students are supported to achieve sufficient progress and attainment
- **Teaching staff** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative assessments are carried out at least termly and often half termly. This information is used to inform teacher's planning.

We track the progress of individual students and this is used to record progress over a period of time. Materials used for summative assessment will usually consist of GCSE past papers or equivalent materials. This provides us with information that is relevant to the GCSE path that the students are following.

Where relevant, assessments are provided by or moderated by referring schools.

#### 4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure Students are supported to achieve sufficient progress and attainment

- **Teaching staff** to understand national expectations and assess their own performance in the broader national context
- **Students and parents** to understand how Students are performing in comparison to Students nationally

Nationally standardised summative assessments take the form of GCSEs (or a suitable alternative) at the end of Key Stage 4.

## 5. Collecting and using data

Assessment data will be collated on the school's data system – DCPro. Assessments will be entered at least three times a year.

The information in DCPro and the data analysis it provides will be used to inform teacher's planning for both cohorts and individual students.

The data from half term assessments will be forwarded to the teacher in charge of assessment who will enter this into DCPro (or teaching staff will be asked to do this themselves). The number of students in each cohort is small so this is not a burden in terms of workload.

Formative assessments will also be entered into DCPro on a regular basis by teaching staff. Hannah Lovell will ensure that these are being updated by staff regularly.

The data will be shared with students, parents and referring schools at relevant points.

## 6. Reporting to parents

In line with government requirements, parents are provided with an annual report.

Reports to parents should include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record including:
  - The total number of possible attendances for that pupil, and
  - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade
- Details of any vocational qualifications or credits towards any such qualifications gained

In addition to the annual report, parents are invited to regular review meetings where their child's progress is discussed in detail. These are held usually once per term and the referring school attends – however, this varies from school to school.

Parents are able to request a meeting to discuss their child's progress at any time.

## 7. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of Students' learning difficulties.

## **8. Training**

The Headteacher will ensure that teachers feel sufficiently competent to carry our assessments effectively. Where there is a need for specific training this will be either delivered in house or secured through an appropriate provider.

We work closely with referring schools and have arrangements in place for joint moderation and to share good practice.

## **9. Roles and responsibilities**

### **9.1 Governing Body**

Members of the Governing Body are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

### **9.2 Headteacher**

The Headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in all subjects
- Analysing pupil progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to the Governing Body on all key aspects of pupil progress and attainment, including current standards and trends over previous years

### **9.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy

## **10. Monitoring**

This policy will be reviewed every year by the Headteacher. At every review, the policy will be shared with the Governing Body .

All teaching staff are expected to read and follow this policy.