

CURRICULUM, TEACHING AND LEARNING POLICY: ASSESSMENT

For the purposes of this document, the term “Advisory Governance Board” is deemed to have the same meaning as “Proprietor” in accordance with the ISSR, and is used interchangeably. This policy, which applies to the whole School, is publicly available on the School website and on request; a copy may be obtained from the Admin Office.

Legal Status:

Regulatory Requirements, Part 1, Paragraph 2(2)(a) to (j), Quality of Education Provided (curriculum) (teaching) of The Education (Independent School Standards) (England) Regulations currently in force.

Related Documents Include:

- Curriculum, Teaching and Learning Policy
- Able, Gifted and Talented Student Policy

Monitoring and review: This policy is subject to continuous monitoring, refinement and audit by Ms. Amanda Woods (Principal of School). It is the responsibility of the Head of Education to regularly inspect samples of student work and observe the policy being implemented in the classroom. The Advisory Governance Board will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy and it is made available to them in either a hard copy or electronic format.

Signed:



Ms. Amanda Woods
Principal

Date: Sept 2018
Date of next Review: Sept 2019

This policy was last reviewed in Sept 2018 and will next be reviewed no later than Sept 2019 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Introduction

Assessment is an integral part of our curriculum planning and is inseparable from the teaching and learning process. It has a major role to play in increasing levels of achievement within Ashwicke Hall School in England.

What is assessment?

The word assessment comes from the Latin ‘*assidere*’, to sit beside. This gives a valuable guide to the concept of assessment as a partnership between student and teacher. Assessment refers to any situation in which an aspect of the student’s education is measured. This measurement could be by the teacher through standardised tests or by the student him or herself. Assessment occurs when judgements are made about achievement. It is an integral part of teaching and is primarily used in an on-going (formative way) to promote better learning. Assessment is an

integral part of our curriculum planning and is inseparable from the teaching and learning process. It has a major role to play in increasing levels of achievement within our School.

What is the purpose of assessment?

At Ashwicke Hall School we believe the key purpose of assessment is to move students on in their learning. Continued monitoring of each student's progress gives a clear picture of what each student is doing. It is important that the teacher knows what information has been understood / remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what students are doing and aids future planning. The outcomes of our assessments will help students become involved in raising their own expectations. The objectives of assessment at Ashwicke Hall School are:

- to enable our students to demonstrate what they know, understand and can do in their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents/guardians that enables them to support their child's learning;
- to provide the Principal and Advisory Governance Board with information that informs judgement about the effectiveness of the School.

Principles for good practice

Good assessment practice:

- is based upon clear curriculum intentions
- plays an integral part in classroom activities
- is appropriate to the task
- focuses on learning processes as well as learning outcomes
- draws on a wide range of evidence
- indicates strengths and identifies weaknesses
- involves students in reflection and review
- informs about individual's progress

Rationale

Assessment is an important link in the cycle of planned curricular experiences. Recording achievement is a positive way of identifying a student's particular strengths and weaknesses through sensitive assessment. Sensitive assessment contributes towards a positive attitude, motivation and a desire to continue making progress.

We believe that effective assessment provides information to improve teaching and learning. We give our Ashwicke Hall School students regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each student. We give parents regular reports on their child's progress so that teachers, students and parents are all working together in an ecosystem of happiness to raise standards for all our students.

By concentrating on the individual, the opportunity is taken to ensure that students experience success and can thereby build on their own self-esteem and motivation. Unless assessment is seen as an integral part of the teaching and learning process, it can easily become an appendage utilising only a fraction of the benefits to be gained. The purpose of this policy is to draw together the many aspects of good practice from both within and from outside of School in a coherent and practical framework. This will enable all assessment activities to have a direct impact on the process of tracking progress, planning for improvement and raising attainment.

Aims and Objectives

At Ashwicke Hall School, we educate and nurture the whole student, providing opportunities for each student to discover and develop their talents and abilities. We create a culture of achievement within a vibrant and stimulating learning environment ensuring positive reinforcement at all levels of ability through appropriately differentiated expectations. Our vision is for Ashwicke Hall students to stand on their own as lifelong learners, growing in confidence and independence, prepared to be major contributors to our global challenges.

Assessment Aims:

Ashwicke Hall School is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

Our assessments are designed to measure student performance against a fixed set of predetermined criteria or learning standards—i.e., concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education.

The tests are used to evaluate whether students have learned a specific body of knowledge or acquired a specific skill set. For example, the **curriculum** taught in a course, academic program, or **content area**.

If students perform at or above the established expectations—for example, by answering a certain percentage of questions correctly—they will pass the test, meet the expected standards, or be deemed “**proficient**.”

During an assessment, every student taking the exam could theoretically fail if they don’t meet the expected standard; alternatively, every student could earn the highest possible score. On an assessment, it is not only possible, but desirable, for every student to pass or earn a perfect score.

Our assessments may include multiple-choice questions, true-false questions, or “open-ended” questions (e.g., questions that ask students to write a short response or an essay), or a combination of question types.

The following are a few representative examples of how our assessments, and scores may be used:

- to determine whether students have learned expected knowledge and skills.
- to determine if students have learning gaps or academic deficits that need to be addressed.
- to evaluate the effectiveness of a course, academic program, or learning experience by using “pre-tests” which we call diagnostics to measure learning progress over the duration of the instructional period;
- to measure progress toward the goals and objectives described in an “individualized education plan” for students with additional needs or require further support in a subject.
- to measure the academic achievement of students in a given state, usually for the purposes of comparing academic performance across Schools and districts

Our assessments are used for practicing **proficiency-based learning**, a term that refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating mastery of the knowledge and skills they are expected to learn before they progress to the next lesson, get promoted to the next grade level, or receive certification.

Through this we:

Create a culture of achievement with positive reinforcement at all levels of ability;

- to support learning by identifying student’s strengths and weaknesses and encouraging them to evaluate their progress and reach their highest possible levels of attainment
- to ‘close the gap’ between students between potential and actual performance
- to enable teachers to identify the needs of each student including additional support if required
- to allow teachers to plan work that accurately reflects the needs of each student

Adopt a forward-thinking, innovative approach without sacrificing traditional strengths;

- to provide information and guidance on the most up to date thinking and methods of assessing students
- to help prepare students for their future Schools

Provide high-calibre staff who themselves are life-long learners and who are given extensive training opportunities for continuing professional development;

- to provide a method of monitoring and developing the curriculum
- to evaluate the success of the teaching

Provide a high quality learning environment with a happy, vibrant atmosphere, a sense of purpose and a climate of open, friendly communication built through mutual trust and respect;

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- to provide meaningful communication between Ashwicke Hall School and its parents, that provides them with information about their child's achievements and progress on a regular basis
- to provide the Principal and Senior Leadership Team (SLT) with information that allows judgements to be made about the effectiveness of the School.

Educate the whole student by providing opportunities in breadth and depth for the concurrent development of all dimensions of School life;

- to help staff evaluate their delivery of the curriculum and make any necessary adjustments to it in terms of curricular planning and approaches to teaching.

Discover and develop the unique talents and abilities of each individual, promoting all-round achievement.

- to enable our students to demonstrate what they know, understand and can do in their work
- to help our students understand what they need to do next to improve their work

Principles of Assessment

In order to satisfy the above aims, the Assessment Policy is based on research-based guidelines for effective assessment. This includes:

- formal, summative assessment that is planned and conducted on a frequent and consistent basis as a reflective process after completion of a task. These assessments occur weekly and test the previous week's lesson objectives, they are called our AMS tests.
- a shared understanding between students and teachers of the criteria which will be used in the assessment of learning, this is distributed through our termly concept sheets whereby the material for the AMS and periodic exams is disclosed to the students as a means of a study list prior to the tests.
- students being involved in this process as part of taking responsibility for their own learning, e.g. in developing their ability to be properly self-critical or in setting realistic targets for their subsequent work, reflection is done using reports from our SABIS School Management System (SSMS), the ACAD 47 allows student to reflect on the concepts learnt and identify the gaps in learning. All written periodic components are returned to the students so that they can identify where they need further practice in their written sections. The ACAD 303 report is distributed on a weekly basis, in order for student to independently monitor their own progress.
- teachers using the results of their assessment to set work which challenges and stretches their students, this is done through our SSMS, the AMS 14, SABIS 360 and ACAD303 report which teachers analyse in order to plan forward based on student result during tests.
- effective planning for teaching and learning which recognises the full range of achievements of all students by focusing on how students learn
- recognising assessment as central to classroom practice
- assessment being regarded as a key professional skill for teachers
- sensitive and constructive practices because any assessment has an emotional impact
- taking account of the importance of learner motivation
- promoting commitment to learning goals and a shared understanding of the criteria by which students will be assessed
- providing constructive guidance for students about how to improve
- developing the student's capacity for self-assessment and recognising their next steps and how to take them, this is done through a completed termly goals sheets which is completed by the teacher and student together.
- formative assessment activities will be emphasised as part of School routine; summative activities will be undertaken termly in order to track progress.

Processes – What we do and when we do them

Responsibilities

Teaching staff are responsible for:

- adhering to the requirements of this policy in planning the learning for the groups and individual students for whom they are responsible
- keeping records of student's progress in an agreed format as defined by the Marking and Feedback Policy
- keeping other such records as to inform and contribute to the agreed curriculum plans, records and reports
- reporting as required regarding the progress of their students

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- analysing results and discussing any individual performances that give cause for concern
- marking tests and ensuring appropriate feedback to students on their performance

The Head of Education is responsible for:

- the management of assessment activities alongside the internal, and external, exam officers
- the on-going monitoring of assessment and reporting activities to the SLT
- working alongside Subject Leaders in order that they have the information required in order to monitor their subject successfully
- facilitating the use of assessment data within the School
- ensuring a consistent and continuous School-wide focus on students' achievement, using data to monitor progress in student learning (in discussion at Departmental Meetings)
- overseeing the collection and interpretation of assessment data and sharing it with the teachers to monitor their student results quality
- implementing the School's policy for the recording and reporting of student progress, based on regular assessments and reports
- creating the School reports to the parents and sharing them with the Principal and Executive Regional.
- reporting to the Principal the outcomes of assessment activities

The Principal is responsible for:

- being aware of the assessment and reporting activities taking place within the School
- receiving reports regarding student progress from the Head of Education
- confirming agreement of agreed targets for School: agreement following discussions with the Head of Education
- overseeing the School's reporting system to parents, ensuring that School reports are of a high quality and informative to parents

Parents are responsible for:

- participating in the opportunities offered by the School to be involved in discussions regarding their child's progress
- raising any concerns that they may have about their student with the School at the earliest opportunity

Students with Additional Needs

Students who experience challenges in accessing the taught curriculum at Ashwicke Hall School may have the assessment modified to accommodate their needs or other criteria such as extra time during exams, or further support in exams might be put into place. This will not affect the outcome or marking procedure. Accommodations will vary and be at the discretion of the Head of Education, with input from Additional Needs Co-ordinator and Class Teacher. The recommendations may be followed in whole or in part with the full agreement of parents.

Feedback to Students

Our feedback to students tell them how well they have done and what they need to do next in order to improve their work. We give students verbal feedback on their work whenever possible along-side the ACAD 303 report detailing internal periodic test results along with the ACAD 47 report which allows the student to reflect on the concepts they attained and gaps identified to work on. Feedback is given when the students are working during the lesson either verbally, or through marked work, or by setting a goal using the goal sheets for particular subjects. We give written comments to students of all ages.

When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met by the majority of the class the concept is re-taught by the teacher prior to moving on to the second lesson or we identify what the child needs to do next in order to improve future work. We also grade the child's work in line with the marking criteria of the final assessment.