

# Pupil Assessment policy

## The Bridge - Secondary Pupils



**Approved by:** Nikita Boydell

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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

Since the removal of National Curriculum levels in 2014, schools have been 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

At The Bridge we take great pride in understanding our students and the way that they learn.

When starting with us all pupils undertake an initial and diagnostic assessment using BKSB or Cambridge Primary Insight, depending on the student's age; this gives the teaching staff a clear understanding of what level the child is work at. The diagnostic assessment clearly shows where the gaps in learning are and supports us in building on prior attainment/knowledge.

Our main principles for assessment are as follows;

1. Support learning and teaching.
2. Ensure that all specific learning needs are identified at an early stage through diagnostic assessment and professional judgement.
3. Promote self-awareness in pupils.
4. Acknowledge achievement at all levels to maintain pupil motivation.

5. Provide an opportunity to evaluate course materials, learning processes and teaching methodology.
6. Ensure consistency of approach across the curriculum, while recognising subject specificity.

## 4. Assessment approaches

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

Recognising that all our learners come to us at a different stage in their educational journey, it is important for us to establish a comprehensive understanding of their academic ability as well as their social, emotional and mental health needs that might act as a barrier to them successfully accessing their education both now and in the future. In order to do this, we use the WRAT5 assessment to establish the student's reading, spelling, comprehension and maths ability. This assessment helps us to identify any strengths or weaknesses in their core abilities. From these scores, we are able to suggest strategies to support the student in both being able to better engage in the academic learning, and to strengthen their core abilities. We also use this assessment to help identify whether a student would benefit from a specific targeting intervention, such as That Reading Thing. Alongside the WRAT5 assessment, we complete the Powell Phonics Checker assessment in order to gain deeper knowledge of their reading and spelling ability, recognising that these are the fundamentals a person must have in order to develop and evidence their ability to learn.

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:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** 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

At The Bridge we integrate formative assessment by encourage group discussions at the beginning of every lesson to incorporate previous knowledge, providing verbal feedback throughout the lesson, questioning, marking, self and peer-assessment. The teaching assistants within the room will also record feedback on the chunking sheets regarding how each pupil understood that lesson. If a pupil is not secure on a topic then the following lesson they will have a bespoke starter activity to re-visit the topic.

Formative assessment enables teaching staff to assess knowledge, skills and understanding. As well as identifying gaps and misconceptions. At The Bridge we are advocates for positive reinforcement and formative assessment enables us to promote this further.

### 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 pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** 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

At The Bridge we use in-school summative assessment at the end of each half term to guide future planning. Regular summative assessment assists the teaching staff with being able to fill the knowledge gaps for each learner. Teachers are able to plan interventions for a student who may need extra support with a particular topic.

Using summative assessment in this way allows us to demonstrate progress. As an alternative provision, some learners are only here for short periods of time and summative assessment as half termly periods provides opportunities to show progress.

### 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 pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of Functional Skills and vocational qualifications at the end of Key Stage 4 and other post-16 qualifications in Key Stage 5.

## 5. Collecting and using data

Data will be collected at the end of every half term using in school summative assessment.

This will be shared with students, parents/carers and professionals.

Each half term there is an assessment planned for the last week of the term, this prevents adding to the teachers workload as it is a part of their plans.

## 6. Reporting to parents

At The Bridge we will issue a small report two times a year and then a full in-depth annual report in the summer term.

Parents evening will be scheduled once a year however, parents/carers can request a meeting at anytime to discuss their child's progress.

Our reports include the following information-

- 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, it should include:
  - 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

## 7. Inclusion

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

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' 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 pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils 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 pupils' learning difficulties.

## **8. Training**

All teaching staff are provided with half termly supervisions to discuss targets that have been set as well as CPD/additional training.

As Open Awards is The Bridge's main provider they provide regular training in regards to standardisation and quality assurance of what is being delivered and assessed.

Each member of teaching staff also has their own action plan which encourages them to do develop their subject knowledge further. We encourage working links with other local schools in our area and find this is very successful.

Teachers have regular lessons observations but are also encouraged to observe their peers teaching. This is an excellent tool to encourage good practice.

Teacher meetings are held fortnightly to discuss any new development or to regular assess the quality of teaching and learning at The Bridge.

## **9. Roles and responsibilities**

### **9.1 Headteacher**

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement

### **9.2 Teachers**

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

## **10. Monitoring**

This policy will be reviewed Nikita Boydell. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Nikita Boydell, Ethan White and Charlotte Redden are responsible for ensuring that the policy is followed.

Nikita Boydell, Ethan White and Charlotte Redden will monitor the effectiveness of assessment practices across the school, through: lesson observations, learning walks, marking and book scrutinies and reporting.

## **11. Links with other policies**

This assessment policy is linked to:

- Curriculum policy