



## **Assessment Policy**

## Life Skills Manor Assessment Policy – September 2023

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### **Article 29: The UN Convention on the Rights of the Child**

*'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for their parents, their own and other cultures, and the environment.'*

### **Introduction**

Assessment of children in all areas of the curriculum is an essential part of the educational process. Assessment helps teachers to monitor pupil progress, evaluate the success of different programmes, plan and prepare for future lessons and ensures that the individual needs of our pupils are addressed specifically and in a way that will enable them to gain the most from their education. Accurate assessment of pupil progress enables us to report pupil achievements and general progress.

### **Aims & Objectives**

The aims & objectives of this policy are:

- To raise the standards of achievement throughout the school.
- To maintain accurate records of progress and attainment of individual children and cohorts.
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child.
- To enable the active involvement of pupils in their own learning.
- To enable teachers and professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils.
- To provide regular information for parents that enable them to support their child's learning.
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards.

The Assessment, Recording and Reporting Policy

#### ***Enables the school & governing body to:***

- Make judgements relating to the planning, effectiveness and resourcing of the school curriculum.
- Ensure that targets are set and monitored on a regular basis.

#### ***Enables teachers to:***

- Monitor children's progress.
- Evaluate the effectiveness of different programmes, materials and teaching strategies in their curriculum planning.
- Plan more effectively and prepare for future learning.
- Identify pupil strengths and highlight areas in need of development.
- Set realistic and achievable targets for groups and individual pupils.
- Effectively communicate pupils' achievements to parents, governors and other responsible parties.

#### ***Enables pupils to:***

- Recognise and celebrate their academic and personal achievements.
- Identify their strengths and areas for development.
- Take responsibility for their future learning.

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### ***Enables parents to:***

- Become more involved in their children's progress.
- Make informed judgements and choices about their child's learning.

### **The Purpose of Assessment**

The principle aim of assessment is to find out whether children are learning. It is the process which provides information about an individual pupil's experiences and achievements. Assessment defines what the pupil knows, understands and can do, and provides information to guide future learning.

Assessment serves a number of purposes:

- ***Formative*** – so that positive achievements are recognised, discussed and the next step planned.
- ***Diagnostic*** - the recognition of learning difficulties, which can be identified to enable appropriate help and guidance to be given.
- ***Summative*** - the recording of the overall achievement in a systematic way. This can inform and support the accuracy of teacher assessments.
- ***Evaluative*** - enabling a review of methods within the school and hence leading to a better promotion of the child's educational needs.

Assessment is at the heart of the teaching and learning process. The aim of our assessment policy is to make assessment a shared process between the teacher, pupil and parent. We aim to encourage all pupils to become fully involved in the processes of assessment, review and target setting.

The use of ongoing classroom-based assessment ensures that:

- The classroom organisation creates a learning environment.
- The curriculum facilitates successful learning experiences, which is particularly important for children with complex learning difficulties.
- The child's skills, abilities and knowledge are recorded, and routes of progression are identified.
- Pupils know what they are expected to be learning, what they have achieved and how they can improve.
- The evaluation process documents what the child has learnt, what the outcomes are and what strategies must be employed to facilitate future learning for the pupil.

### **Range of Assessment**

There is a range of Formative and Summative assessment that takes place at Life Skills Manor including:

- Self – Assessment
- Peer - Assessment
- Observing pupils at work
- Asking effective questions
- Discussion and listening
- Verbal, Written and Practical work
- Day to day class work
- Marking
- Benchmarking
- Behaviour Profiling
- Pupil attitude to self and school surveys
- Portfolios of work

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- Baseline Assessments
- School based Target Setting –(daily, weekly or termly)
- Target Setting
- End of Key Stage National Curriculum Tasks/Tests
- Annual Reviews and Transition Planning
- External Accreditation at Key Stage 4
- Examinations

Assessment methods used are varied according to the subject and taking into account different learning styles. The school encourages good assessment practices, which we believe are based upon:

- Clear curriculum intentions
- Sharing learning objectives/success criteria with pupils
- Being an integral part of classroom activities
- Appropriateness to the task
- Focusing on learning processes as well as learning outcomes
- Drawing upon a wide range of evidence
- Placing achievement in context
- Indicating strengths and identifying areas for reinforcement or development
- Involving pupils in setting targets, reflection and review
- Informing about individual progress

Formative assessment is ongoing throughout the year using the school's assessment framework which relates to sub-levels for academic and specialist subjects. In terms 2, 4 and 6 a teacher assessment is made. This allows us to track performance over time. Targets set from this are shared and agreed with students and are used to enable students to make further progress. Our assessment practice is aimed at having a positive impact on pupils' attitudes, motivation and self-esteem. At Life Skills Manor, pupils are active participants in their assessment. Pupils are encouraged through feedback and marking systems to reflect upon what they have learnt, identify any problems they may be experiencing and explore avenues for future development and improvement through appropriate, realistic and achievable target setting. This process enables the teacher to be reflective, identifying the circumstances when and where effective learning has taken place.

### **Recording**

Life Skills Manor will maintain annually updated records of pupil achievement, skills and abilities. This will enable teachers to:

- Track pupil progress.
- Set individual and group targets.
- Confirm end of year and statutory end of Key Stage assessment results.
- Provide information regarding pupil progress for parents and other teachers.

The recording process provides a means of reviewing pupil progress and for setting appropriate individual, group and subject targets. Records are also used to assist continuity and show progression throughout the school.

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### **Marking**

Effective marking should:

- Provide feedback to the pupils about their work
- Include verbal and written feedback where appropriate
- Ensure that pupils understand their achievements and know what to do next by use of Personal Improvement Task (PIT)
- Highlight areas for improvement
- Encourage self-evaluation
- Be capable of easy interpretation by pupils and parents

Marking is in the positive form with dialogue as well as written feedback. Details can be found in the school's marking policy.

### **Pupil Targets**

Across the school, targets are set in all curriculum subjects for each pupil. The core targets are kept in the pupil's subject workbooks and are evaluated regularly with the pupils.

Pupil Targets are seen as an important part of the Assessment, Recording and Reporting process. They are set through Pupil Asset. These targets are shared with pupils and a discussion held as to the most effective support needed to help them to achieve them. Pupil participation is regarded as extremely important allowing these targets to be part of the pupil's Education, Health and Care Plan.

### **Tests**

End of Key Stage Assessments are conducted and recorded in the official manner. Pupils are assessed according to the statutory guidelines and access arrangements are implemented as necessary for individual pupils. The whole range of ongoing assessment information, records and evidence is drawn upon when making End-of-Key Stage Teacher Assessments. Records retained include statutory test and task results, and statutory teacher assessment results. End of Key Stage results are reported to parents in July.

### **Reporting**

The aim of our reporting system is to provide a clear picture of each pupil's achievements and progress. Parents receive a comprehensive written report in Term 5.

Parents are informally invited into the school to discuss their child's progress at any time. Annual Review meetings and Transitional Planning meetings are arranged throughout the year with parents/carers, pupil, teachers and, where necessary, other agencies.

Reports are also written throughout the year by the staff for social services, support agencies and educational psychologists.

### **Monitoring and Evaluation**

Monitoring is the process whereby we check that the above is being achieved whilst meeting legal requirements. Evaluation is the process by which evidence and information are gathered and used to judge the value of the assessment, recording and reporting process in order to make decisions about its effectiveness.

It is our aim at Life Skills Manor to make the monitoring and evaluation process proactive. Our teachers play an essential role in this process through:

- maintaining contact with parents
- collating merits and commendations
- setting targets for learning
- setting targets for the development of personal and social skills
- identification of problems
- providing continuity and security
- informal & formal discussions



The Senior Management Team participates in the monitoring and evaluation process through:

- formal classroom observation
- regular departmental meetings
- analysing teacher planning/marking
- analysing assessment/progress data

The Assessment, Recording and Reporting System is reviewed annually within the School Development Plan.

## Life Skills Manor Assessment Framework

The Life Skills Manor Sub-Level framework will be used to assess pupils in academic and specialist subjects throughout their school learning journey. When classwork is marked in accordance with the school policy a Sub-Level will be provided on the pupil’s work based on the quality of the work. Functional Skills assessments will be carried out for baseline assessments (Term 1 or first 6 weeks of joining school), Term 2, 4 and 6. These assessments include academic subjects and specialist subjects as indicated in the school’s marking policy.

		ASSESSMENT FRAMEWORK 2023-2024						
<b>KS2 &amp; KS3 Sub-Levels</b>								
Exceptional A								
Exceptional B		<b>Academic Subjects</b>	English Writing	English Reading	English S&L	Maths		
Exceptional C		<b>Specialist Subjects</b>	Global Studies	Creative Studies				
8A								
8B								
8C								
7A		<b>Assessment Calendar</b>	<b>End of Term 2</b>	<b>End of Term 4</b>	<b>End of Term 6</b>			
7B			December	April	July			
7C								
6A								
6B								
6C		<b>Full School Reports</b>	June					
5A								
5B								
5C								
4A		<b>Baseline Assessments</b>	Within 6 weeks or Term 1					
4B								
4C								
Admissions Year 6 & 7	3A							
	3B							
	3C							
	2A							
Expected Assessment Levels & Equivalent (1C to 4C)	2B							
	2C							
	1A							
	1B							
	1C							
	P8							
	P7							
	P6							
	P5							
	P4							
	P3							
	P2							
	P1							
	U							

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