**Assessment for Learning, Recording and Reporting**

**Introduction**

Assessment, recording and reporting are an integral part of an effective and accountable education process. Students’ learning can only be improved by adequate monitoring of the progress and the development of strategies for moving students forward.

Recent INSET training has included a focus on Assess Plan Do Review cycle

We use assessment to build on pupils’ understanding and improve their learning in lessons. We use deep and rich questioning as part of formative feedback and the process of learning.

Evidence of learning and next steps are noted on the student copies of current Scheme of work, which feed into the assess – plan - do - review cycle.

The school takes into consideration changes to the statementing/school action/school action plus framework which came into effect in 2014. Progress is summarized in EHCPs and Individual Education Plans which are updated and reviewed regularly.

We involve students in reviewing their IEPs and setting targets that are revisited termly and form an integral part of the Assess - Plan – Do - Review cycle.

**Planning assessments**

Children are given an English and Maths baseline assessment when they enter the Tutorial Foundation.

English Baseline Assessments

Students reading age is assessed using The Salford Sentence Reading Test. This gives us a Reading and Comprehension Age for the student.

This reading age is then used as a guide for the most appropriate English Assessment to use.

We currently use a range of Literacy Assessment resources to inform:

* TF Baseline Assessment KS3/KS4 (Fiction Reading and Writing Paper )
* Bedrock Learning Reading and Vocabulary Comprehension ( KS3 + KS4)
* STEPS KS3 English Baseline Tests: SPaG; Reading; Writing( Scholastic)
* Fresh Start Literacy Assessment (Phonics and HFW )
* GCSE Baseline Assessment
* Functional Skills Entry Level Word Lists (Reading & Spelling)
* KS1 Phonic Screening Test
* KS2 SATs Reading Paper
* Independent Writing Sample

Using a wide range of assessment resources enables us to gain a full picture of students’ Literacy levels and plan the most effective programme of work. We use this baseline information to set individual targets for students.

Maths Baseline Assessments

We use a range of Numeracy/Mathematics resources to assess baseline attainment:

* Baseline Numeracy KS3
* GCSE Maths Baseline
* Initial Assessment –Primary
* Initial Assessment – Secondary

Using a range of assessment resources allows us to identify both strengths and areas to focus on.

 It enables us to monitor and evaluate the learning programmes we are providing for the pupils and to set appropriate targets and ensure we promote pupils’ spiritual, moral, social, and cultural development (including the fostering of British Values).

The majority of the students on roll have EHCPs. Usually upwards of 90% (changes due to continuous enrolment. This will often impact on their learning and progress and we aim to provide lessons that will maximise their attainment opportunities whilst addressing their current needs, abilities and progress.

Assessments are incorporated into the planning process.

**Formative assessment**

This happens all the time in the classroom and involves both the teacher and the student in a process of continual reflection and review about progress. Student copies of Medium Term Plans are completed after each lesson and comments and scores are shared with students. This daily formative assessment informs future planning and this learning dialogue forms part of the target review with students.

Subject staff should:

* Share learning targets with students
* Help students to know and recognise the standards to aim for
* Provide feedback which helps students to identify what they should do next to improve.
* Involve pupils in self-assessment. We encourage students to put their comments on their work or respond in the lesson by continuing to develop or improve their work.

**Targeted Assessment**

Through our baseline assessments, EHCPs and school records we are able to identify specific difficulties of individual pupils and plan for appropriate next steps. These assessments are used to provide information to parents/carers and the relevant local education authority and to inform our lesson planning.

We use an in-house grading pathway linked with the National Curriculum boundaries. (see Appendix A)

**Summative Assessment**

Summative assessments describe students’ performance in relation to national standards. Students have the opportunity to sit GCSE exams, Entry Level and Functional skills exams, AQA Award certificates and we are currently introducing ASDAN Awards for some subjects. (Nov 2021)

Mock exams for Year 11 GCSE / Functional Skills students take place in December prior to formal exams in the following May/June.

Students in all other years sit end of term assessments or end of year exams as appropriate. This will vary, subject by subject according to Key Stage and student pathway.

Subjects

Geography History RS Citizenship ICT

KS3 Students complete an end of topic teacher assessment (according to Scheme of work topic plan) Outcome of assessments are shared with students and used to review targets and inform planning. We will be introducing error analysis as a tool to highlight and address any teaching and learning gaps.

KS4 Students will complete assessments according to their qualification path: GCSE; Functional Skills; Entry Level Functional Skills

PE, Art and Food Technology Nutrition & Wellbeing

We will be introducing some of the ASDAN modules for the above subjects in the Summer Term 2022.

**Self-Assessment**

Self-assessment is an important part of the teaching and learning process. Students are involved in self-assessment at the end of each lesson. They are encouraged to comment on remarks made by the teachers. Students also are encouraged to reflect on their learning and progress in timetabled mentor sessions.

There is also a yearly Student Questionnaire that all students are encouraged to complete as a way to reflect on their learning.

**Recording Assessments and Keeping Evidence**

**Baseline Assessments**

See above section for specific assessments used.

On starting at the Tutorial Foundation students are assessed by subject leads / Induction Tutor We use records from previous educational settings, alongside any assessments we have carried out so that we can plan an appropriate curriculum and provide individual learning targets and IEPs if appropriate.

**Setting targets and objectives**

Each lesson will have a learning objective on the lesson plan which will be written on the whiteboard. The students will record this in their workbooks/folders, with support if appropriate. All subject teachers will set targets for the students which are recorded at the front of their files and are reviewed on a regular basis.

**General guidelines**

* Pupils should have time to reflect on what they need to do next
* Teachers should celebrate what students have achieved and develop opportunities to change direction and attempt different approaches to further enhance learning
* There should be an underlying culture that encourages and celebrates pupils’ resilience and the efforts they have made
* Pupils are part of the decision-making process and are encouraged to take responsibility for their own learning

**Verbal feedback**

The importance of recognising students’ achievements and giving them feedback, is fundamental to the teaching process. All work must be given feedback, although it is acknowledged that not all comments and marks will be formally recorded in teacher’s records.

We are all striving to ‘be a guide by their side’ and verbal feedback and support is a key element of this ethos.

The feedback should be regular, and if possible, completed with the student during or at the end of the lesson. If this is not possible then time to give the student feedback should be made in the next lesson or at an appropriate time. This feedback can also be part of student mentoring sessions.

**Written marking**

Please refer to Assessment for Progress Policy for specific guidance on marking.

Teachers must be mindful when marking work that too many negative comments or corrections may affect a student’s self-esteem and motivation.

Work should have identified objectives which the student has knowledge of, and these should be the areas that positive and constructive feedback is given on to motivate.

It should:

* Challenge the students to reflect on what to do next
* State what “your next step is....” to ensure room for progress
* Relate to the lesson objective and learning outcomes
* Celebrate what pupils have achieved and build this into their learning

***Tracking of progress***

Students’ progress is monitored and tracked on a termly basis. Some subjects assess at the end of a Topic or Unit, others have half-termly tests but all students will be assessed by each subject at least once a term. (Appendix B). Targets are set for all curriculum areas. Teachers assess pupils against National Curriculum criteria levels and in line with our In-house Assessment pathway and progress on these levels is kept on tracking sheets.

**Reporting**

Every lesson students receive a score for engagement and effort. These scores feed into our reward system. Behaviour codes are also noted for inappropriate and unacceptable behaviour

*Teachers complete a report at the end of each term, detailing behaviour and attendance as well as academic performance, which is sent to Parents and carers. Parents/carers are also given the opportunity to discuss this report. See appendix C*

If we have a cause for concern students are given a contact book for the parents or carers to see, which outlines the student’s attendance, points achieved in each lesson and reasons for any warnings issued. This helps to ensure that we involve parents in managing students’ behaviour and commitment to study.

**Transfer of records**

When a pupil moves to another establishment the following records are sent:

Individual portfolios

National curriculum assessments

Individual profile folder containing any relevant personal, medical and educational details and correspondence.

Any public examination results

Any SEN forms and individual education plans devised for the child.

Policy Sign off and review

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| --- | --- | --- |
|  | By whom | Date |
| Policy signed off by | Julia Low | 09.01.2017 |
| Reviewed by | Claire Johnston  | 28.12.21 |
| Next Review By | Julia Low | 28.12.2022 |

**Appendix A**

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|  | BaselineAssess | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |  |  |
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Academic Year 2022- 2023

Autumn Term 2022

Monday 5th September ( 9 – 11 INSET ) – Friday 21st October Half Term Mon 24th – Fri 28th Oct

Monday 31st October – Tuesday 20th December Christmas Break Wed 21st Dec – Wed 5th Jan

Spring Term 2023

Thursday 5th January ( 9 – 11 INSET ) – Friday 10th February Half Term Mon 13th – Fri 17th Feb

Monday 20th February – Friday 31st March Easter Break Monday 3rd April – Fri 14th April

Summer Term 2023

Monday 17th April ( 9-11 INSET ) - Friday 26th May Half Term Monday 29th May – Friday 2nd June

Monday 5th June – Friday 21st July