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Assessment Policy

1. Introduction

- 1.1 At Innoventures Education we believe that assessment provides the basis of informed teaching, helping students to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which students understand what they have achieved and what they need to work on. It is important that each Innoventures School interpret the principles of assessment as detailed in this policy to suit their particular circumstances; there must be written School Policy and Procedures documents in place that should be appended to this group-wide policy.

2. The Purpose of Assessment

- 2.1 Assessment should support teaching and learning by identifying what students already know and can do and how they might move to the next level/grade. Assessment, therefore, should be evident in all lessons.
- For students, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it.
 - For teachers, assessment should develop an understanding of the individual needs of students so that target setting is meaningful and informs planning, teaching and learning for progress.
 - For other staff and school leaders, assessment information will inform an understanding of the current and potential student outcomes.
 - For parents, assessment information will both inform them of their child's attainment and allow them to understand how their child may maximize achievement.

3. The Principles of Assessment

- 3.1 Assessment should:
- recognize and celebrate individual successes in order to encourage and motivate all students.
 - be based on specific learning outcomes/objectives and these should be clearly identified by the teacher and understood by the students.
 - allow students to understand how summative assessment is arrived at by the teacher and so encourage them to become reflective learners who take more responsibility for their own learning.
 - help shape targets for improvement.
 - allow teachers to plan for teaching and learning that meets the individual needs of all the students in the classroom.
 - underpin teaching and learning in order to ensure progress for every child.
 - be accessible for parents and enable them to take an active and informed part in their child's education.

4. Aims and Objectives

- 4.1 The aims and objectives of this policy are:
- to raise the standards of achievement and expectations throughout the school.
 - to promote high quality learning and teaching.
 - to maintain accurate records of the 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 students in their own learning.

- to enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual students.
- to provide regular information for parents that enables them to support their child's learning.
- to provide the information that allows school leaders 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 and international standards.
- to promote continuous improvement by using benchmarking information and monitoring standards.

5. Types of Assessment

5.1 At Innoventures Education schools we use a combination of formative and summative assessment as outlined below.

5.2 Formative Assessment (Assessment for Learning – AfL)

5.2.1 Formative assessment is a powerful way of raising students' achievement. It is based on the principle that students will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

5.2.2 Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

5.3 Key characteristics of Formative Assessment

Using effective questioning techniques:

- Range of techniques in class (no hands up, pair discussion before answering, all student response systems, etc.)
- Engagement of all students in questioning.
- Quality and range of written questions
- Understanding of higher order skills to improve quality of questioning.

Using marking and feedback strategies:

- Regular formative comments on written work.
- Creative ways to give feedback.

Sharing learning goals:

- Sharing long term objectives and sharing lesson objectives with students
- Agreeing short term and long term targets with students, including target grades/levels.

Peer and self-assessment:

- Creating opportunities for peer and self-assessment.
- Developing students' confidence and ability to assess accurately.

5.4 Summative Assessment - Assessment of Learning

5.4.1 Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

5.4.2 Summative assessments:

- identify attainment through one-off standardized tests at any given point in time

- record performance in a specific area on a specific date
- provide age standardized information
- provide phase-level data against which the school will be judged
- provide information about cohort areas of strength and weakness to build from in the future

6. Roles and Responsibilities

6.1 All stakeholders play an active role in student assessment to support learners in maximizing their achievement.

6.2 The Role of Senior Leaders in Assessment

6.2.1 Senior Leaders aim to use assessment procedures and processes to drive whole school improvement by: □ ensuring that all teachers know what is expected of them in assessing students.

- helping teachers make well-founded judgements about students' attainment and progress.
- monitoring that formative assessment is a key factor in planning for teaching and learning.
- monitoring the accuracy of the information provided to parents about their child's attainment and progress.
- tracking the attainment and progress of individual students and groups of students over time.
- monitoring practice in assessment and take appropriate actions.
- using assessment information when planning training and CPD.
- comparing the progress made by different groups of students to ensure that no group is disadvantaged.
- ensuring that there is enough flexibility in assessment expectations so that individual teams can adopt processes that are most conducive to progress in their particular subject/area.
- ensuring students are supported in making informed curriculum choices.
- using assessment and monitoring to ensure that the curriculum meets the needs of students.
- monitoring the role Middle Leaders in ensuring good practice in assessment is consistent across all lessons.
- ensuring that any pedagogical developments in assessment practice are implemented where appropriate.

6.3 The Role of Middle Leaders in Assessment

6.3.1 With the support of Senior School Leaders, the Middle Leaders will:

- ensure that their team understand the assessment requirements for their subject/area as well as the different ways in which teachers can assess students' progress.
- periodically monitor the assessment of students' work in their subject/area through work scrutiny, lesson observation or otherwise.
- ensure assessment informs knowledge of student progress and raise any concerns with Senior Leaders as appropriate.
- ensure that all schemes of work allow for formative assessment to become an integral part of teaching and learning.
- ensure that the curriculum plan allows for formal assessment of progress to be timed appropriately so that data collections accurately and reliably reflect current attainment.
- ensure all teachers are involved in the moderation of work of other students so that consistent practice in assessment is maximized.
- use assessment information, in liaison with Senior Leaders where appropriate, to plan for or arrange intervention strategies.

6.4 The Role of Teachers in Assessment

6.4.1 All teachers should:

- adopt a range of methods to ensure that they can assess the progress of all students accurately.
- encourage students to actively engage in formative assessment.

- ensure that assessment builds students' motivation, confidence and self-esteem.
- ensure that lessons begin with clear expectations and students are aware of how progress will be measured.
- ensure that all students know and understand the learning objectives of the lesson.
- identify through assessment, and intervene with as necessary, those students at risk of underachievement.
- ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons.
- reward good progress as appropriate.
- use the expertise of the Teaching Assistant and information from Individual Education Plans to inform the assessment process.
- ensure that opportunities to use assessment to promote the development of literacy, numeracy and ICT skills in the students are embraced.
- ensure that adequate and appropriate assessment is made of student attainment prior to completing data collections so that the information recorded is accurate and reliable.
- encourage students to take responsibility for their own learning through self/peer assessment, setting appropriate targets (with guidance) and asking for help and advice when necessary.
- adopt creative approaches to formative assessment in order to maximize student engagement in the assessment process.
- share concerns or praise arising from assessment information with the relevant homeroom teacher / form tutor as appropriate.
- ensure books are monitored and returned to students at least every three weeks.
- ensure that students receive regular feedback on their work. This should be provided with at least one comment identifying the strengths of the work. There should be at least one other comment written as a question that identifies the area a student should develop further (e.g. '2 stars and a wish').
- ensure all students receive feedback with levels / grades at least every 6 weeks.

6.5 The Role of Students in Assessment

6.5.1 All students should:

- participate actively in assessment opportunities in lessons.
- take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers.
- ensure that their entitlement to advice and guidance on how to improve their academic achievements are fulfilled.
- support other students constructively when asked to be involved in peer assessment.

6.6 The Role of Parents in Assessment

6.6.1 All parents/carers should:

- discuss with their child the assessment report sent to them which includes a summary of levels/ grades for each subject.
- liaise with the subject teacher or homeroom / form tutor about any concerns regarding their child's progress as identified through assessment.

7. Marking

7.1 At Innoventures Education we believe that marking and feedback should form an integral part of the teaching and learning process by enabling teachers to inform children individually of their achievements, address misconceptions and celebrate good work. The responses to children's work should focus on successes and areas of development against learning objectives and outcomes, enabling children to become reflective learners. The information gained should then feed directly into assessment and planning to create a cohesive and efficient system.

7.2 Reasons for Marking

- To recognize, encourage and reward children's efforts and celebrate successes with them.

- To provide a dialogue between teacher and child which provides clear, appropriate feedback, referring to the learning objectives and/or learning outcomes.
- To further develop children’s confidence in reviewing their own work and setting their own targets by identifying the next steps in their learning.
- To indicate how a piece of work can be corrected or improved.
- To help students to develop an understanding of the standards they need to reach in order to achieve the next step in their learning.
- To identify students who are below or exceeding expectations and therefore require extra intervention or further challenge.
- To provide evidence of assessments made and to help moderate the interpretation of learning objectives and standards across the school.
- To involve parents in reviewing their child’s progress and to help in reporting to parents. ☑ To aid curriculum planning.

7.3 Marking is pointless if it does not have any impact. Marking should praise, but also give guidance, consolidation and challenge. Marking does not have to be at the end of the lesson or at the end of a task, but it should clearly guide the student onto the next steps in their learning and inform the teacher when it is necessary for them to intervene (often referred to as “Next Step Marking” or “Intervention Marking”). Teachers use focused marking to assess children’s progress in relation to planned learning objectives and to identify children’s strengths and gaps in their skills/knowledge. Next steps should be shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim. Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping should be flexible in order for teachers to effectively address the needs of children with similar gaps in learning.

7.4 Marking and feedback should:

- Be manageable for teachers.
- Be both oral and written comments, with verbal comments being recorded.
- Respond to individual learning needs.
- Indicate to what extent the learning objective has been met.
- Be related specifically to the agreed learning objective or outcomes.
- Give children regular opportunities to respond to their marked work.
- Have a clear distinction between comments relating to the child’s achievement and their effort.
- Encourage and motivate students through realistic comments.
- Highlight what the next area for learning should be.
- Show students that their work is valued.
- Be used to inform the teacher’s short and medium term planning of the next step.
- Show evidence of student’s self and peer marking whenever appropriate.
- Recognize the importance of verbal discussions as well as written comments.
- Be consistent across the school and understood by all those involved including the children.

7.5 Expectations

Not all pieces of work can be ‘quality marked’. Teachers need to decide whether work will be acknowledged or given detailed attention. Marking should focus first and foremost on the learning objective and/or learning outcomes. It is expected that schools will set their own marking procedures to suit their individual circumstances and context, yet ensuring that teachers provide “Next Step” feedback to students in each subject area at least once every two weeks. We recognize that often the best way to communicate next steps is through verbal feedback given directly to the child by the teacher; however a record of this should be made in the student’s book, along with the next step.

8. Recording of Assessment

- 8.1 Subject teachers need to record the day-to-day assessment of students' work and Middle Leaders need to ensure that assessments are recorded in sufficient detail and in a format that can be interpreted by others. The exact form of the recording of these assessments is left to school policy and procedures. However, it is expected that each teacher maintain a mark-book that should contain information on each individual pupil in their classes, including targets for the year/phase and SEN information. It should also include standardized test results, summative unit assessment marks, and interim / end of year levels/grades.

9. Tracking Student Progress

- 9.1 Information on student progress gathered through planned assessments should be recorded within a systematic tracking system. This will allow practitioners and managers to have a clear picture of whether individual students are progressing through experiences and outcomes at an appropriate pace. Systematic tracking of progress will then allow practitioners to identify next steps in learning and inform reporting on progress and achievement. Within the tracking system, progress should be recorded with reference to student background characteristics (e.g. gender, SEN status, EAL status, ability level etc.) in order to identify trends in performance within student groups that might require further intervention. Tracking procedures should also ensure that data can be easily analyzed by Senior Leaders for school self-evaluation, and presented effectively to fulfil any requirements for external agencies (e.g. for inspection/accreditation purposes).

10. Reporting to Parents

- 10.1 Reporting the progress of students has two main purposes:
- Firstly, it provides clear positive and constructive feedback about children's learning and progress.
 - It also creates opportunities for discussion about the next steps in learning, between students and those teaching and supporting them.
- It is important that this process is manageable and proportionate while providing the necessary information.
- 10.2 Parents are entitled to information on their children's strengths, progress and achievements. They should also be informed of any gaps in their children's progress and have the opportunity to discuss how they can help. Schools have a duty to ensure that parents receive written feedback of a high quality that meets their needs while fulfilling any requirements from accreditation bodies. To ensure these aims are met, the procedure and format of written reports should be formally reviewed on a regular basis and at least once every three years.
- 10.3 Whilst each school will develop its own policy and procedures in this area, it is expected that parents will receive a minimum of one written report per semester.
- 10.4 In addition to written reports, schools are required to provide parents with formal, regular, verbal feedback through Parent Consultation Meetings. Again, whilst each school has the ability to set their own procedures in this area to meet their individual circumstances, it is expected that this will occur at least once per academic year.
- 10.5 Schools are also encouraged to develop additional mechanisms for reporting student assessment results to parents, for example through the use of an online 'portal'.

11. Target Setting

- 11.1 Schools are required to set student targets, in line with their curriculum framework and outcomes. Students are set targets in each subject at the beginning of the academic year. These targets are set by their subject teachers using professional judgement and taking into account:
- The prior attainment of each student
 - The CAT IB/GCSE Indicator for each student
 - The CAT ability level for each student (High, Above, Average, Below, Low)
 - The individual CAT scores for each student
 - Data from standardized tests (PIM, PIE, PIPS, NGRT, IBT, ISA, MAP, etc.)
 - A suitable level of 'challenge' to reflect high academic expectations
- 11.2 Targets are not designed to be rigid - rather they can be modified in light of progress above expectations. Targets should not, however, be down-varied due to lack of progress. As targets are reported to parents, in line with the procedures outlined above, they should be realistic and in line with the CAT Indicators (where available). This will help to avoid generating targets that students will not be able to achieve and, consequently, generating unrealistic parental expectations.
- 11.3 Curricular targets should also be set regularly by staff and students. These targets are not levels or grades; they are specific to knowledge and skills and are derived from assessment criteria and Learning Ladders for individual subjects. They must be clearly understood by the students and provide guidance on how to take the next steps in their learning. They should also be measurable, attainable, relevant and time-constrained.
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