



TOTAL EDUCATION
SERVICES



TotalTuition



ROSEWOOD
INDEPENDENT SCHOOL

*Total Education Services - Total Tuition Alternative Provision - Rosewood Independent School
Subsidiaries of JWA Holdings Limited*

Assessment Policy and Procedures

This policy should be read in conjunction with the following:

Subject policies	Special Educational Needs and Disability Policy
Equality and Community Cohesion Policy	Marking guidelines
Teaching and Learning Policy	

Mission Statement

At our setting, assessment is seen as an ongoing process. It is about gathering information related to a child's abilities, attainments, progress and attitudes. The information collected is used as an integral part of planning and target setting, thereby identifying future learning needs and enabling each child to reach his/her full potential. Assessments should be accessible and information passed to relevant staff within the setting and at the child's home school (when applicable) to enable a continuity of learning.

1. **Aims and Objectives**

Reasons for assessment, recording and reporting can be divided into three main elements:

i. **To aid learning**

Assessment enables teachers and others to provide equal access to the curriculum for all pupils, through review, evaluation, target setting and planning.

Through assessment and record keeping we aim to:

- Recognise, acknowledge and celebrate individual progress and attainment;
- Identify individual learning needs and diagnose learning difficulties;
- Help pupils to take responsibility for, and participate in, their own learning and self-evaluation;
- Identify targets for pupils' personal and academic achievement;
- Reflect the development of the whole child;
- Motivate the child in his/her learning;
- Provide pupils with clear and positive feedback on their progress;
- Monitor progress of individual children at the end of each key stage and across the whole school in line with national and homeschool (when applicable) expectations;

- Ensure all groups of children make progress in line with their peers, including those eligible for Pupil Premium, those with English as an additional language (EAL) and children with special educational needs and/or disability (SEND).

ii. To aid teaching

Assessment should be manageable and useful to all involved.

The process of continuous and relevant assessment enables us to:

- Monitor and evaluate a child's, or particular groups of children's, academic development through recording and reporting;
- Make informed decisions in curriculum planning and differentiation so as to provide for the needs of the individual and the group with regard to equality of opportunity;
- Evaluate curriculum provision and the effectiveness of teaching styles and strategies;
- Set targets to ensure pupils achieve their potential.

iii. To aid reporting

Assessment should inform parents, teachers and other professionals who have a legitimate interest in the achievements of pupils.

Our systems for reporting enable us to:

- Comply with the parents' right to information and records about their child;
- Present parents with assessment information in an accessible way and at regular intervals;
- Enable homeschool and parents to support their children by working with them on clearly identified targets;
- Give access to assessments and targets to relevant professionals;
- Ensure continuity and progression by giving relevant assessments to each child's receiving teacher/school, to enable them to build a fuller picture of the pupil's achievements, attitudes and abilities;
- Ensure continuity and progression for Year 6 children with the transition to Year 7 by informing secondary schools of individuals' attainment;
- Set accurate individual, class and whole school targets which can be met.

2 Approaches to Assessment

2.1 Formative and Summative Assessment

We recognise the importance and role of both formative and summative assessments. Formative assessments are used by teachers during the learning process in order to gain an understanding of where the children are and how they, as teachers, can modify teaching and learning opportunities to maximise pupil progress. This involves quality feedback that focuses on next steps and is assessment *for* learning. Summative assessment gives teachers information on what the children have learnt and is used for monitoring attainment and tracking progress. It is an assessment *of* learning.

2.2 Peer and Self-Assessment

Teachers encourage pupils to take ownership of their learning by carrying out peer and self-assessment. Such assessment may include children highlighting evidence of the success criteria or learning intention in a piece of writing or making positive and constructive comments on written work or other learning activity. Pupils are encouraged to assess their own understanding by using systems such as traffic lights to indicate the level at which they have understood a concept or skill.

3. Methods of Assessment

We plan to use IAScend as our assessment tool commencing September 2022. This tool allows staff to monitor and assess students against age-related expectations across all year groups.

3.1 Highlighting Gaps

Assessments in reading, writing and maths are made using pupils' work to assess progress and highlight gaps in learning. Teachers assess pupil's understanding and competency against Age Related Expectations (ARE) of the relevant year group.

3.2 Summative Assessment

Teachers may use termly summative assessments, where necessary. Evidence is recorded and used to inform next steps.

3.3 Key Stage 1

Children are assessed on entry using information from the National Curriculum (for Years 1-6) along with provided information from their referring party (where available). Children are then independently assessed in reading, writing and maths on an ongoing basis. Reading is assessed using graded reading books and targeted questioning. Summative assessments are used in maths, reading and writing along with formative assessments to measure progress. In science, formative assessments are used to inform planning.

3.4 Key Stage 2

Children are assessed on entry using information from the National Curriculum (for Years 1-6) along with provided information from their referring party. Children are then independently assessed in reading, writing and maths at least once a term in their 1:1 session. Reading is assessed using graded reading books and targeted questioning. Summative assessments are used in maths, reading and writing along with formative assessments to measure progress. In science, formative assessments are used to inform planning.

Year 5 and 6 children will be assessed on SPaG (Spelling, punctuation, and grammar) within their time at the setting, and supported in developing their understanding of this.

3.5 Key Stage 3

Children are assessed on entry using information from the National Curriculum, along with provided information from their referring party. Children are then independently assessed in reading, writing and maths at least once a term in their 1:1 session. Reading is assessed using graded reading books and targeted questioning. Summative assessments are used in maths, reading and writing along with formative assessments to measure progress. In science, formative assessments are used to inform planning.

Children are assessed at the end of Key Stage 3 to ascertain ability and confirm an appropriate pathway for KS4 examinations.

3.6 Key Stage 4

Children are assessed on entry using information from the National Curriculum, along with provided information from their referring party. Children are then independently assessed in reading, writing and maths at least once a term in their 1:1 session. Reading is assessed using graded reading books and targeted questioning. Summative assessments are used in maths, reading and writing along with formative assessments to measure progress. In science, formative assessments are used to inform planning.

Key Stage 4 students will follow a syllabus and related appropriate assessment to monitor and ensure progress towards their year 11 examinations, where necessary.

Children sit qualifications at the end of Key Stage 4 in the core subjects of maths and English as a minimum, at either GCSE or Functional Skills level.

3.7 Foundation Subject Assessments

Children are assessed in geography, history, design and technology, and art and design each term through topic based activities. These assessments are made using pupils' work and any specific assessment activities or observations.

Assessment should take account of the range of skills covered in each subject area during the year, along with understanding of the concepts covered.

RE

RE assessment will focus per unit on the child's knowledge, skills and understanding, whilst the other is on how the child expresses his/her responses to questions and insights. Observations and reports will be made by staff to create personalised assessments.

PSHE

Children are assessed at the end of a unit of work and a judgement is made based on a combination of teacher assessment against the unit's objectives and a child's self-assessment. A judgement of working towards, achieved, or exceeding is made in line with the foundation subjects.

PE

Observations and reports will be made by staff to create personalised assessments.

Computing

Assessment covers skills within the areas of word processing and publishing, data handling, email and using the internet and control. Observations and reports will be made by staff to create personalised assessments.

4. Target Setting

Targets are set for individual children each year between the Assistant Headteacher, 1:1 teacher, and the child's group teacher. These targets are set using the teacher's professional judgement of the child's abilities based on test results/observations and by predictions for the child. They should be realistic but also ensure that a child will make at least expected or rapid progress. Whilst we endeavour to work towards Age Related Expectations, we are mindful that most students attend our setting significantly below ARE. We support children to develop their academic learning skills at an appropriate pace for their individual needs.

5. Inclusion

All children are given the opportunity to demonstrate their achievements. Different methods of assessment are used throughout the year to evaluate individual progress and attainment. This is important in determining equal access to educational opportunities. Assessment and assessment procedures are monitored to ensure that no pupil is disadvantaged with regard to race, gender, class, attendance issues or special educational needs or disability.

5.1 Special Educational Needs and Disability

For summative and ongoing assessments, teachers use their knowledge of the children and professional judgement to plan and modify tasks and tests so that they are accessible to individuals, e.g. tasks that make use of oral strengths and avoid written communication will be of benefit to pupils with specific learning difficulties. Some assessments may need to be modified specifically for children with a physical disability. For example, visually impaired children will benefit from enlarged text and adapted layout and those with writing difficulties will benefit from the use of technology.

5.2 English as an Additional Language (EAL)

Children who are not fluent in English may need translation of words or phrases when assessed in maths or science. Interpreters are involved where possible to allow equality of opportunity. In some cases, test materials in maths and science may be completely translated to enable the child to fully access the test and have an opportunity to show their understanding.

5.3 Gifted and Talented

Learning is differentiated to enable children to deepen their knowledge, skills and understanding of their year group's curriculum. Within the curriculum, there is a greater emphasis in providing increased breadth to the curriculum rather than acceleration through it.

Created: September 2018

Reviewed: June 2019, July 2020, September 2021

Reviewed: 31st August 2022, Jennifer Abraham

Reviewed: 30th August 2023, Jennifer Abraham (Director)

6. Roles and Responsibilities

6.1 Headteacher

The Headteacher is responsible for ensuring that:

- The Assessment Policy is implemented and the cycle of assessment is carried out annually;
- An overview of the assessment process and appropriate delivery of curriculum is maintained;
- Assessment information is used to inform School policy and practices;
- Assessment information is used to assist in planning the provision for groups and individuals;
- The progress of pupils towards their end of key stage targets is monitored;
- Realistic but challenging group and whole School targets are created and carried out;
- Developing an integrated, coherent whole school policy for assessment, record keeping and reporting;
- Supporting staff in the implementation of the policy;
- Monitoring and reviewing the implementation of the policy;
- Analysing SATs and Early Years assessment data provided by home schools to inform target setting;
- Liaising with Teaching Staff and home schools;
- Evaluating the effectiveness of the process of assessment;
- Identifying staff training needs;
- Monitoring whole School target setting;
- Analysing assessment information from external bodies to inform the work of the centre;
- Keeping up to date with new initiatives and disseminating information;
- Ensuring that appropriate assessment materials are available according to the agreed cycle.

6.2 Teaching Staff

The Teaching Staff (1:1 and group teachers) are responsible for:

- Ensuring assessment tasks are planned and carried out and that internal agreement takes place to ensure a continuity of standards and levels;
- Ensuring appropriate individual targets are set for children;
- Ensuring consistency throughout the key stage;
- Monitoring the progress of pupils through the key stage;
- Supporting teachers in addressing issues that arise from assessments;
- Collating and monitoring Topic Assessments in the foundation subjects.
- Take note of previous records and assessments;
- Undertake agreed termly assessments in maths, reading and science and teacher assessment in writing (KS1 and KS2) or baseline and benchmarking assessments;
- Set individual targets, informing children and homeschools;
- Pass on information to next teacher/school/homeschool and the support teachers;
- Plan and evaluate work to enable children to reach end of year target set;
- Carry out end of phase Teacher Assessments, where applicable;
- Complete records in accordance with DfE guidelines.

6.3 Other classroom staff

Those who work in the classroom as support staff have a responsibility to:

- Read previous records and assessments of children they are supporting;
- Complete observations of children;
- Contribute to planning and assessment procedures as required, including the implementation of ILPs through the delivery of the provision map;
- Support individuals and groups during formal assessments following DfE and school guidelines;
- Inform teachers of observations and progress of children they work with on an individual basis or small groups.

7 **Reporting to Homeschool (if attending as part-time alternative provision)**

Reports are completed weekly (basic) and termly (detailed) giving clear information to homeschools about the child's progress and outlining strengths and areas for development. These reports are sent by email directly to the homeschool contact.

8 **Policy review**

This policy will be reviewed annually, taking into account current developments and new initiatives and according to changing circumstances and/or legislation.

Policy:

Jennifer Wood, Centre Director (Total Tuition)

Created: August 2018 (Total Tuition)

Date reviewed: August 2019 (Total Tuition)

Updated: July 2019 (Total Tuition) & July 2020 (Total Tuition Alternative Provision / Rosewood Independent School)

Updated: September 22

ASSESSMENT PROCEDURES

We support children to:

📖 Discuss, formulate and agree their own success criteria during lessons. Their work is then assessed against this criteria by the child, the teacher, or both.

We work together by:

📖 Having three-way feedback - pupil – peer – teacher – which clearly identifies next steps. This can be verbal or written feedback.

We promote consistency of learning by:

📖 Checking the children's work in books to demonstrate progress. We frequently monitor books to make sure teachers are providing the best possible learning opportunities and feedback for children.

📖 We are astute in our differentiation, which ensures that tasks are matched to children's abilities and that they provide high challenges for all.

We check that children are progressing by holding:

📖 Regular scrutiny of the children's work by the senior leadership team.

📖 End of unit and end of term assessment, which help us to measure progress over time (achievement).

📖 Consistently monitoring the progress of each child's objectives to ensure they have reached their current target (attainment), which teachers then record on our tracking system. The data on the system can then be analysed, and if needed, additional support can be targeted and tailored.

Children who are learning at a different pace.

Any child who is working below the age-related expectation, is given personalised learning opportunities to help them reach their potential. Over time, intervention systems and quality teaching will accelerate progress and support most children to enable them to catch up with their peers.

Children with Special Educational Needs or Disabilities

Children will have specific learning plans that will meet their needs. They will be expected to make progress in line with their peers, but some may not due to their particular needs, however there will still be an expectation of progress within their ability and children with SEND will be supported to learn and achieve.

Testing

Teachers and Senior Leaders carry out internal/external testing checks as follows:

- Phonics checks in Year 1
- SATS in Year 2 (internal)
- Time tables tests in Years 1-6
- SATS in Year 6 (internal)
- Appropriate ability test for Year 7 (initial secondary assessment)
- Appropriate ability test for Year 9 (to ascertain route for Y10/Y11)
- Qualifications in Year 11 (GCSE/Functional Skills)

We also carry out on going and regular informal assessment at the end of modules to support with next steps and monitoring progress and attainment.

How we report to parents

We use the following systems to keep parents informed about their child's achievement and progress: Termly school reports

Parents evenings – once per year

Meetings arranged as appropriate where concerns or worries have arisen.

USE OF CONNECTING STEPS ASSESSMENT SOFTWARE- ACTIVE FROM September 2020

PRIMARY

Foundation Stage Children in the Foundation Stage

Reception continue to be assessed against the Prime and Specific areas of Learning in the Early Years Foundation Stage profile.

In years 1-6, we track and record children's progress against each key objectives from the National Curriculum appropriate to the age of the child. We assess each child on arrival to identify learning gaps, and develop bespoke lesson plans to ensure that filling any learning gaps are prioritised.

We work on the following basis for monitoring progress:

Working Towards – This means that a child has been introduced to a concept or objective but has not yet demonstrated understanding independently.

Achieved – This means that a child has demonstrated independent understanding of a concept or objective.

Exceeded – This means that a child has demonstrated the ability to use the concept or objective multiple times in context and is secure in the knowledge. A child reaching this level will have a rich base of knowledge and a deep understanding, and may demonstrate more independent enquiry and application of skills.

SECONDARY

Upon arrival in our secondary, all children will undergo informal assessment on a 1:1 basis which maps to any data which has been passed on from previous schools/establishments, and aims to identify learning gaps. Depending on the year group of the child, this will help us to ascertain a starting point for which direction the child will be heading for end of y11 examinations.

In secondary, we work on the following basis for monitoring progress:

Working Towards – This means that a child has been introduced to a concept or objective but has not yet demonstrated understanding independently.

Achieved – This means that a child has demonstrated independent understanding of a concept or objective.

Exceeded – This means that a child has demonstrated the ability to use the concept or objective multiple times in context and is secure in the knowledge. A child reaching this level will have a rich base of knowledge and a deep understanding, and may demonstrate more independent enquiry and application of skills.

ON ARRIVAL

Upon arrival at Total Tuition Alternative Provision / Rosewood Independent School, all children will undergo diagnostic assessment on a 1:1 basis which maps to any data which has been passed on from previous schools/establishments, and aims to identify learning gaps and develop progress plans.