**Assessment Policy**

**The Haven School**



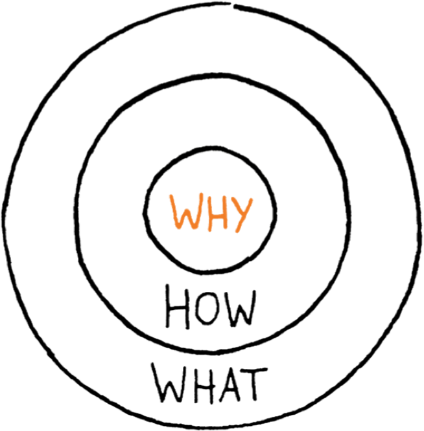
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| **Approved by:**  Jane  Spensley |  | **Date: Feb 2020** |
| **Last reviewed on:** | Jan 2020 | |

**The Haven Assessment Policy:**

**Vision:**

*‘Listening, thinking and striving for success.’*

At The Haven School we adopt a ‘Golden circle’ approach to informing our curriculum and assessment:



**Why**: We believe at The Haven that we can better prepare students for the future, raising their aspirations and reaching their potential.

**How:** Through a careful cycle of assessment, feeding into planning of a broad and balanced curriculum, which is bespoke to individual students’ needs.

**What:** Consistent assessment strategies that incorporate a therapeutic approach to all teaching and learning.

**Aims:**

* To develop a culture and depth of learning
* To ensure clear purpose for and a consistent approach to assessment
* To improve outcomes for students through the impact of assessment informing teaching and learning across a broad and balanced curriculum.

**Assessment approaches:**

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

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

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|  | Enables: | Takes the form of: |
| **In-school formative assessment** | * **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 and carers** to gain a broad picture of where their child’s strengths and weaknesses lie, and what they need to do to improve. | -Questioning during lessons  -Marking of pupils’ work  -Observations in lessons  -Quizzes  -Pupil self-assessment |
| **In-school Summative assessment** | * **School leaders** to monitor the performance of pupils, 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 and carers** to stay informed about the achievement, progress and wider outcomes of their child across a period. | -Baseline assessments  -End of topic / half term assessments related to learning objectives  -End of year assessments related to levels based on teacher judgments  -Reading ‘Lexplore’ assessments  -Written reports for parents / carers. |
| **Nationally standardised summative assessment** | * **School leaders** to monitor the performance of pupils, identify where interventions may be required, and work with teachers, parents and carers 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 and celebrate the student’s own performance and potential | -Functional Skills English and maths Levels 1 and 2  -Entry Level Science  -GCSE English, maths and science (chemistry and biology)  -ASDAN awards- Sport and Fitness, Foodwise, Animal Care and PSD  -Outdoor Education - British Trampolining, Canoeing, Swimming and Climbing  -Bushcraft John Muir award |

**Collecting and using data:**

* Physical data is collected in workbooks, student folders and Achievement Record folders. Digital data is collected using chrome books, laptops and PCs.
* Assessment data is analysed by SLT to ensure progress and attainment are robust, identifies gaps and trends, and ultimately demonstrates an impact on overall outcomes for pupils.

**Reporting to parents and carers:**

* End of term progress reports
* Three parent meetings a year
* End of the year reports
* Annual reviews
* PEP reviews
* General progress review meetings through the year as appropriate
* Weekly Key worker sessions

**Training:**

Regular INSET days are provided for staff throughout the year. Dedicated time during staff meetings enables staff to moderate and quality assure by sharing assessments.

The Deputy Headteacher ensures they keep up to date with current legislation and quality effective practice and cascades this to staff during training sessions.

**Roles and responsibilities:**

**-Board of Directors**

The Board of Directors are responsible for:

* Being familiar with statutory assessment systems as well as how the school’s own system of non-statutory assessment captures the attainment and progress of all pupils
* Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

**-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
* Reporting to the Board of Directors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

**-Teachers**

Teachers are responsible for

* Following the assessment procedures outlined in this policy
* Identifying and identifying gaps in learning using assessment procedures and demonstrating the impact of this in raising student outcomes.

**Monitoring:**

This policy will be reviewed annually by the SLT. At every review, the policy will be shared with the Board of Directors.

All teaching staff are expected to read and follow this policy and are responsible for ensuring that the policy is followed.

The Deputy Headteacher/SLT will monitor the effectiveness of assessment practices across the school, through: moderation, learning walks, book scrutinies, pupil voice and linking with other policies.