**Assessment Policy**

**The Haven School**

  

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| **Approved by:**  Jane  Spensley  |   | **Date: March 18** |
| **Last reviewed on:**   | March 2024 |
| **Next review:** March 2025 |  |

**The Haven Assessment Policy:**

**Vision:**

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

**Aims:**

* To develop a culture and depth of adaptable 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 students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
* **Students** 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 students’ work-Observations in lessons-Quizzes -Student self-assessment |
| **In-school Summative assessment** | * **School leaders** to monitor the performance of students, identify where interventions may be required, and work with teachers to ensure students 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
* **Students** 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- Progress meetings with Data lead-Written reports for parents / carers-Learning Plans written in collaboration with students and shared with parents/carers |
| **Nationally standardised summative assessment** | * **School leaders** to monitor the performance of students, identify where interventions may be required, and work with teachers, parents and carers to ensure students are supported to achieve sufficient progress and attainment
* **Teachers** to understand national expectations and assess their own performance in the broader national context
* **Students and parents/carers** to understand and celebrate the student’s own performance and potential
 | -Functional Skills English, Maths and ICT Levels 1 and 2-Entry Level Science-GCSE English, maths, Science (Chemistry and Biology) and Geography-BTEC- Vocational Studies / PE-Trinity Art Award-AQA Unit Awards in a variety of subject and skill areas-Outdoor Education - British Trampolining, Canoeing, Swimming and Climbing (as appropirate) |

**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.
* Termly Progress Assessment Data collected each term in all subjects
* Student Progress meetings by Assessment/Data lead with all subject leaders to analyse gaps/trends and action interventions
* 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 students.

Progress data is collected in two distinct formats. For subjects where the main intention is to engage students in learning, develop positive learning habits and improve self-esteem, in line with the vision of the school, we measure progress using The Haven Star. This addresses our five key focus areas:

* Contribution
* Communication
* Confidence
* Determination
* Learning

For subjects where the end result is a national qualification, students are assessed in terms of their progress towards a Minimum Expected Grade (MEG) and their Attitude to Learning (MEG).

**Reporting to parents and carers:**

* End of term progress reports
* In-school meetings
* End of the year reports
* Annual reviews
* PEP reviews
* General progress review meetings through the year as appropriate
* Weekly Key worker sessions
* Sharing Learning Plans termly

**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:**

**-Management Board**

The Management Board 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 students
* Holding school leaders to account for improving student 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 student progress and attainment, including individual students and specific groups
* Prioritising key actions to address underachievement
* Reporting to the Management Board on all key aspects of student 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 addressing 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 Management Board.

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, student voice and linking with other policies.