Assessment Policy

October 2021

Young Women's Hub
Assessment policy Updated October 2021
To be reviewed October 2022

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Updated November 8th, 2021

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Contents

Introduction

At Young Women's Hub, assessment will not be a singular activity; it is both about the measurement of performance at a given point in time and an on-going process of gaining information to promote future learning.

Two types of assessment are identified and used in the school.

These are:
- Assessment for Learning (Formative) and
- Assessment of Learning (Summative)

Assessment for Learning (Formative)

- Assessment for Learning helps to identify the next steps needed to make progress. It takes account of students' strengths as well as development needs.
- Assessment for Learning essentially promotes future learning.

Assessment of Learning (Summative)
- Assessment of Learning is associated with judgements based on scores or levels for statutory or summative purposes.
- Assessment of Learning describes and labels past learning.

These two types of assessment activities are considered mutually exclusive in practice. Both are essential in raising standards and should be used in all classes within the school.

1. Objectives

Good assessment practice at the Young Women's Hub:

- Will raise standards of attainment and behaviour, and improve student attitudes and response
- enable the active involvement of students in their own learning by providing effective written and oral feedback which closes the gap between present performance and future standards required
- promote student self-esteem through a shared understanding of the learning process and the routes to improvement
- build on secure tutor knowledge of the linguistic and cultural background of students
- guide and support the tutor as planner, provider and evaluator
- enable the tutor to adjust teaching to take account of assessment information and to focus on how students learn
- draw upon as wide a range of evidence as possible using a variety of assessment activities
- track student performance and, in particular, identify those students at risk of underachievement
- provide information which can be used by Teacher's and the head of school to plan for individual students

- provide information which can be used by parents/carers to understand their child's strengths, developmental needs and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate the school's performance against its own previous attainment over time and against national standards

2. Purpose – Assessment for learning

Assessment for Learning will:

- Provide insight into students' learning for both students and Teacher's
- Promote success for all
- Support the target-setting process
- Enable continuous reflection on what students know now and what they need to know next
- Measure what is valued
- Promote immediate intervention and link judgements to learning objectives
- Raise standards
- Build resilience implications for teaching

The teacher will:

- Provide continuous oral, written feedback that is positive and guiding which identifies strengths and the next step for improvement
- Promote student involvement in self-assessment
- Act on insights gained to inform curricular targets
- Plan against what students know/can do/understand
- Make standards and objectives explicit to students
- Promote inclusion by attending to all students' learning needs, particularly for students who are at risk of underachievement
- Engage students in rich questioning, while allowing 'wait' time (time to think)
- Promote independent enquiry and learning impact on learning and the learner

The student will:
- Increase their awareness and understanding of their own learning style(s) and of how they learn best
- Improve their own self-evaluation skills

The Senior Leadership Team will:

- Ensure responsibilities are clear in relation to assessment activities
- Make arrangements to monitor the progress of individual students and diverse student groups
- Monitor the quality of tutor assessment, particularly through oral interaction in class
- Keep parents/carers informed and involved

- Use assessment information to inform the school plan and identify learning and training needs, including taking account of diversity and the promotion of equal opportunities
- Monitor marking and feedback to students
- Regular lesson observations (including peer observations)

Assessment Methods	Teaching Methods	Evidenced by
Observation Discussion about work in progress Questioning to prompt new thinking Questioning to check understanding Feedback to: - specify attainment - identify difficulties - specify improvement - construct achievement - constructing a shared way forward - identify curricular targets	Sharing learning intentions Questioning Modelling Scaffolding Demonstrating Explaining Differentiation Shared criteria for next step Shared involvement in and construction of activity Guided tasks Independent working Collaborative working and qualitative recording Routines for student self-evaluation Coaching	Reflection Drafting Profiling Revisiting Revising Exploration Editing Interaction and collaboration - Talk Students designing own tasks Student self-evaluation

3. Purpose – Assessment of Learning:

Assessment of Learning will:

- Provide a summary judgement about what has been learned at a specific point in time
- Establish national benchmarks about what children can do and about school performance
- Show what students can do without support
- Inform the target setting process
- Hold the school to public account
- Promote subsequent intervention(s)

The Teacher will:

- Provide a periodic summary through tutor assessment and tests
- Identify gaps in students' knowledge and understanding
- Identify gaps in the taught curriculum and in specific areas of learning through analysis of performance which guide future planning
- Implement strategies/interventions to accelerate progress to meet local and national expectations (narrowing the gap)
- Mark and measure against scores and levels
- Impact on learning and the learner

The student will:

- Be able to gauge own performance in comparison to others and against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required
- Know what level they are and at what level they need to progress to

The Senior Leadership Team will:

- Ensure responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements
- Monitor the delivered curriculum
- Provide, use and analyse data to promote public scrutiny, enable external accountability and raise attainment
- Keep parents/carers informed and involved
- Use assessment information to inform the school plan and identify learning and training needs
- Monitor the impact of the planned curriculum and compare performance across different subjects

Assessment methods	Teaching methods	Evidenced by
Testing	Preparation and rehearsals	Finished work
Statutory Assessments	Drilling	Students own work
Marking to:	Questioning	Including speaking and
- Express approval/improvement	Practice opportunities	listening i.e., assessment of oral competence
	Routine	Results
- Grade	Testing revision	
- Guide	Test techniques	
	Timed activities	
Time limited tasks	Independent working	
Closed tasks	Undifferentiated tasks	
Formulated tasks	Tired task/tests	
	Quantitative recording	

4. Record keeping supporting effective use of assessment

Record keeping should be an effective and efficient means of promoting and monitoring student progress. It should support the tutor or support staff to:

- Identify learning needs
- Support summative judgements

At Young Women's Hub, we will use the following methods of record keeping, supporting assessment for learning and assessment of learning. These set a minimum level of records to be kept.

Assessment for Learning	Assessment of Learning
Focused observations of learning	Termly reports to parents/carers
Student target setting sheets	Samples of work (annotated and levelled)
Written and verbal feedback to students' learning	Test results, both statutory and non-statutory
Teacher's annotations on planning – both medium and short-term plans	Moderation exercises
Displays focusing on learning progress or skills Student self-assessment and peer assessment Data tracking	Any additional records found useful by the tutor Data tracking

New students will be assessed using baseline assessments in English, Maths and Reading on the first day of arrival.

Period	Assessment Activity		Who?
Ongoing	Baseline testing in English, Maths and reading on entry		New full-time students
Autumn 1	October	Data Point 1 Progress meeting with staff	All Students
Autumn 2	December	Data Point 2 End of term report (Students will complete classroom assessments where applicable)	All students
Spring 1	February	Data Point 3 Progress report sent to parents/carers	All students
Spring 2	April	Data Point 4 End of term report (Students will complete classroom assessments where applicable)	All students
Summer 1	May	Data Point 5	

		Progress report sent to parents/carers	All students
Summer 2	July	**Data Point 6** End of year assessment in English, Maths & reading	All students
End of School Year			

5. Marking and Recording Policy

- Student's work must be marked regularly and accurately and up to date records of the student's progress maintained.
- Student's work should be checked regularly, and comments added to show what might improve her work. However, staff should avoid demotivating students by over-correcting or making students feel their book is not their own. In some cases, it may be helpful to put comments on post-it notes so that students feel their work has not lost its integrity.
- Positive comments should be added where appropriate and positive stickers can be given – these can be very motivating to the students.
- End of term tests should be marked as soon as possible after complete

Marking

The following aspects of students' work should be marked.
1. Books, worksheets, projects etc
2. Tests
3. Coursework
4. Oral work where appropriate

Attention should be paid to the following areas:
1. Whether the work is complete or not
2. Accuracy
3. Detail
4. Presentation

- Books should be marked on a regular basis and at the end of every piece of 'completed' work
- Each student should receive constructive criticism of their work and be set targets for further development and improvement.
- Sensitivity should be applied when marking the student's work.
- Written comments and oral feedback should communicate clearly to the individual student
- Work should be returned promptly to students.
- Teachers should discuss marked work with the students so that they understand why things have been marked as they have been (see AfL)

6. Equal Opportunities

Equality of opportunity is a fundamental right of all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and all groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations
- We are committed to acting where underachievement is identified
- We recognise and value all forms of achievement

Signed - Head of School   **Signed - Chair**