



Nourishing the fitrah of each unique child

Assessment Policy and Procedures

"...So those whose scales are heavy, it is they who will be successful...."

(Surahtul Al Araf, 7:8)

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Assessment Policy and Procedures

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Statement of Intent

At Unique Academy, we believe that in order to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individual needs
- Involving all staff, pupils and parents/guardians in the assessment process
- Regularly monitoring progress
- Acknowledging achievement

Principles

Using the principles and processes of assessment, our aim is to:

- Monitor progress and support learning
- Celebrate the achievements of pupils and identify areas for development
- Inform pupils of their progress and give guidance on how to improve
- Guide planning, teaching, additional support, curriculum development and the creation of resources
- Communicate with parents/carers and the wider community about our pupils' achievement
- Provide information to ensure continuity when a pupil changes year group or leaves the school

Rationale

At Unique Academy, we will use a range of techniques to assess the progress the children are making in order to support them effectively and to move forward with their learning.

We will regularly undertake assessments of learning to make sure that individuals and groups of children are making progress and improving in their learning.

Children make progress in their learning at different rates and in different ways. It is important to recognise that different children have different strengths and talents.

At Unique Academy, we value the whole child and the progress they make, not just academically but socially, emotionally, physically and creatively.

We recognise that children can also have phases of progress when they move ahead rapidly and times when they are consolidating their position, gathering the skills and knowledge ready for the next move forward. We believe that pupils also progress differently through the recognised phases of development with some reaching a point of maturity that can really help their learning before others. This is especially true of the younger children. Life experience and emotional issues are also a significant role in a child's academic progress. Communication between home and school is invaluable in this instance. Finally, it is important that children do not feel under undue pressure from home or school to achieve certain standards as long as they are making their own progress and moving forward. We believe that the focus should always be on the positive next step for each child.

Key Roles and Responsibilities

Trustees

- The Trustees have overall responsibility for the implementation of the Assessment Policy and procedures.
- The Trustees have overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

Headteacher

- The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedure Policy
- The headteacher is responsible for the day-to-day implementation and management of the Assessment Policy and procedures
- The headteacher is the assessment leader and is responsible for collecting and interpreting assessment data, implementing systems for identifying, assessing, and reviewing Individual Targets for all pupils, and updating the senior leadership team on the effectiveness of the provision
- The headteacher is the special educational needs and disability coordinator (SENDCo) and is responsible for maintaining the SEND register, coordinating individual support, and handling pupil records received from other schools

Class teachers

- Class teachers are responsible for maintaining accurate pupil records, reporting progress to senior leaders parents/guardians
- All staff, including teachers, support staff and volunteers, are responsible for following the Assessment Policy
- Ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the headteacher

Pupils

- Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments

Parents

- Parents/guardians are expected to engage with the school in the assessment process by attending meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

Training of Staff

Professional Develop training is in place for staff to ensure effective assessment practices across the school.

Definitions

Unique Academy accepts the following definitions for the purpose of this policy:

“Assessment” is defined as:

- Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback.
- Activities which enable modification of teaching and learning activities to improve achievement.
- Activities which lead to formative or summative feedback.

On entry/baseline assessment: Any activity which aims to quantify what pupils already know about a topic and gives teachers initial data to measure progress from.

Formative assessment: Any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.

Summative assessment: Activities which assess final achievement at the end of the year.

Types of Assessment

At Unique Academy, we acknowledge that assessment will take place in a range of different ways for different subjects. However, all assessments will embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson.

Types of assessment carried out include (but are not restricted to):

- Oral feedback
- Written feedback
- Targeted questioning
- Assessment of exemplar work
- Written feedback that links to learning objectives

On entry/baseline assessment

At Unique Academy, we will carry out an assessment of pupils on entry assessment using the Cambridge Insights for pupils who are new to the school. For pupils existing pupil teachers will use Summer data as children's Autumn 1 baseline assessment.

Early Years Foundation Stage Assessments

The Early Years Foundation Stage Framework assessment strategies will be implemented for Nursery and Reception Class. The children in the EYFS are assessed against age bands in:

Prime Areas of Learning:

- Communication and Language
- Physical Development and
- Personal, Social and Emotional Development

Specific Areas of Learning:

- Literacy
- Mathematics
- Understanding the World and
- Expressive Arts and Design.

At the end of Reception children are assessed against the Early Learning Goal in each of the prime areas and specific areas. They should be meeting the Early Learning Goal which is the expected level. If they have not achieved the Early Learning Goal they are at the emerging level and if they have progressed past the Early Learning Goal they are at the expected level, already working in the National Curriculum.

In the early year's classrooms, teachers regularly observe the children in their learning and play, and these observations are shared with parents on Bloomz.

Key Stage 1 and Key Stage 2 Assessments

At the end of each lesson, teachers will use our Cornerstones Curriculum Maestro software to assess and record whether each individual child has 'Met' or 'Not Met' the learning objective at the end of each lesson. The number of objectives met are used to track whether a child is working in the following markers:

- Above
- Greater depth
- Within
- Just within
- Borderline
- Below

If the children are not where they should be, we still celebrate their achievements, as we believe that success breeds success. If children make less than the expected progress, intervention will be put in place to support the child.

Tracking and Reviewing Progress

Formative and summative assessment milestones are recorded electronically using Cornerstones Curriculum Maestro. National curriculum objectives are only recorded as 'Met' when a child has demonstrated an ability to apply them. In order to apply an objective, pupils must be able to demonstrate that they have:

- Learned the skill/concept
- Practised the skill
- Applied the skill/knowledge in an appropriate context

Senior Leaders will meet teachers to discuss progress, pinpoint whole school trends relating to performance and to make decisions surrounding actions to accelerate the level of intervention for pupils who are identified as persistently underachieving.

Homework

Depending on the year group, homework is given daily. An outline of typical tasks and the frequency of homework can be found in the school's Homework Policy.

Marking and Feedback

Marking of pupils' work will follow the Marking and Feedback Policy. Effective marking of pupils' work is fundamental to ensuring that a personalised learning journey for all pupils is achieved, to ensure that each pupil can progress, and so that teachers are aware of knowledge gaps, so that they can adjust their lesson plans accordingly.

Feedback can take a variety of forms depending on the age of the pupil, the activity undertaken and the teacher's judgement.

Achievement is rewarded in the following ways:

- School Certificate Assemblies
- Praise in class and from other classes
- Bloomz announcement
- Parents/Guardians are informed verbally/in writing

Moderation

The process of moderation is an essential part of the assessment system. Teachers will be involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues
- Partnership with colleagues from other schools within the local area, where possible

Evidence of moderated work through ongoing moderation with other schools will be kept in the school.

Reporting

Records promote and ensure the following:

- Positive home/school relationships
- Information for parents/guardians
- Opportunities for discussion with parents/guardians
- In some cases, information for partnership agencies
- Targets for pupils

A written report for each pupil is sent to parents/guardians at the end of the academic year. Reports outline pupils' progress in the core subjects and in the foundation subjects of the national curriculum. Teachers make comments on the attainment of each pupil in terms of national age-related expectations in Maths and English. Targets for reading, writing and maths are also set.

Parents and guardians are invited to attend meetings with the teacher during the Autumn, Spring and Summer terms. Parents/guardians are also welcomed to discuss the progress of their child with class teachers at other times.

The Headteacher reports to the Trustees on a termly basis, in the form of a Headteacher's report.

Links to Other Policies

This policy is linked to the schools Marking and Feedback Policy.

This policy will be reviewed annually.