



Assessment Policy

“Our mission is not that you survive, but that you thrive with passion, compassion, humour and style”

(Maya Angelou)

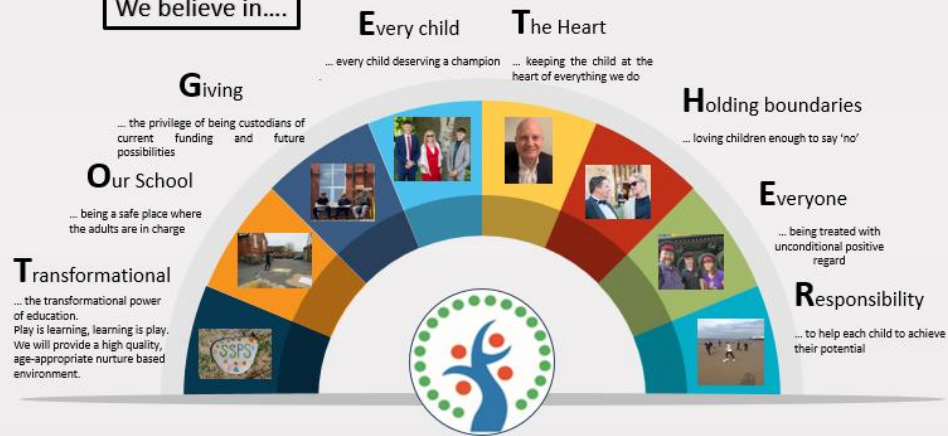


Date Reviewed:	Summer 2024
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Date of next review:	Summer 2026
Governor Signature:	

South Somerset Partnership School

'Our mission is not that you survive, but that you thrive with passion, compassion, humour and style'
(Maya Angelou)

We believe in....



And we are doing it **TOGETHER**

South Somerset Partnership School (SSPS)

Assessment, Recording, Marking and Reporting Policy

Introduction

At South Somerset Partnership School, we believe that assessment, recording, marking and reporting are crucial to the learning process, recognising that assessment not only supports individual pupils in the achievement of his or her full learning potential, but also fosters the development of self-esteem and personal responsibility. Analysis of pupil data is regularly undertaken and allows us to set specific targets for all pupils.

Aims of the policy

- To provide clear guidelines on the approach of SSPS to assessment and reporting.
- To establish a consistent approach to assessment, recording, marking and reporting across all SSPS Centres.
- To provide a system that is clear to pupils, staff, management committee and other stakeholders
- To involve all stakeholders in the celebration of pupils' achievements.

Assessment

Assessment is a term that encompasses a wide range of activities, formal and informal, summative and formative. Summative assessment has traditionally tended to dominate teaching and assessment and has a place in providing a summary of achievement. However, there is research evidence to suggest that formative assessment, or Assessment for Learning (AfL), has a greater impact on motivation and attainment.

Aims of Assessment

- To identify whole school strengths and weaknesses, identify future priorities and set whole school targets.
- To meet all statutory requirements and ensure that teachers' records and assessments inform all relevant agencies/persons
- To facilitate more effective teaching and learning
- To progress standards of attainment and positive pupil attitudes
- To ensure assessments made by other professionals form an integral part of monitoring all areas of pupils' development
- To support curriculum planning and individual pupil target setting processes
- To ensure support and resources are directed to where they are most needed
- To monitor the outcomes of initiatives and interventions made, including Pupil Premium
- To encourage the involvement of pupils in planning and evaluating their work
- To motivate and increase pupils' levels of engagement and self esteem

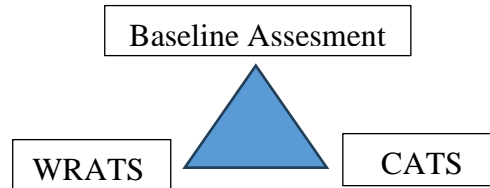
Assessment on Entry

When students arrive at South Somerset Partnership School, they complete an English and Maths Baseline assessment which provides a level on entry. If students are unable to access a baseline for reception age related expectations (AREs) then they will undertake Bradford Baseline Assessment and Toolkit (BBAT). Where available prior attainment details will be recorded, for example KS1 and KS2 SATS.

For Year 9 and under the level on entry is recorded as a STEP (in line with the SSPS progression lines, AREs and the BBAT) and then fine graded detailing how secure that individual STEP is.

For Years 10 and 11 the level on entry is recorded as a GCSE Grade 0-9 and then fine graded detailing how secure that individual grade is.

As part of the Induction process Cognitive Abilities Tests (CATS) and Wide Ranging Ability Tests (WRAT) are administered in order to provide staff with the information to triangulate current working ability and identify gaps.



A School Target will be set for their End of Year or Final GCSE Grade in an individual subject. These are communicated to students and parents via the Academic Mentoring process.

Social and Emotional Data is collected through a 'Thrive' assessment and an individual action plan is completed for each student. As our LVTC provision is delivered online those students are currently exempt from Thrive assessment. This is due to the fact that the teaching staff are unable to explore enough of the student's social and emotional gaps to access the Thrive assessment tools.

The induction process and the assessment data collected provide the information that enables us to provide each pupil with the most appropriate programme of study. Staff use the entry assessment data to draft **Pathways** for every young person in the school.

Ongoing pupil tracking

Once a Baseline Assessment has been completed South Somerset Partnership School takes responsibility for (and reports on) academic and social and emotional progress (Thrive) for all students On Roll at each subsequent Data Collection Point, regardless of attendance, engagement or the existence of external/alternative provision. If at scheduled Data Collection points, despite all reasonable attempts, a Current Working Grade (Reassessment) cannot be obtained the Baseline or previous Working Grade will be recorded ('rolled over') - indicating no progress has been made for that student in that subject.

There are four data collection points throughout the year to assess and measure academic and social and emotional progress, against the Level on Entry and the School Target. Pupils and parent/carers are kept informed about performance at the end of each term through the Reporting process detailed below:

Frequency							
October		December		March		June	
Formal assesment:		Formal assesment:		Formal assesment:		Formal assesment Y1-10 only	
Academic	Thrive	Academic	Thrive	Academic	Thrive	Academic	Thrive
Reporting:		Reporting:		Reporting:		Reporting:	
Data report	Parent/Pupil	Parents Evening	Parent/Pupil	Years 1-10 Data	Parent/Pupil	Years 1-10 Written	Parent/Pupils
		<i>inc display of 'beautiful work'</i>		Year 11 Written		Year 11 Expected Grades only	
Monitoring		Monitoring		Monitoring		Monitoring	
Pupils moving intemally will have progress measured from previous academic year- will roll automatically.		Monitor cohort and individual progress		Monitor cohort and individual progress		Monitor- progress across the year, effectiveness of interventions, comparison with final outcomes	
School/ Teacher		School/ Teacher		School/ Teacher		School/ Teacher	

Summative assessments

- **Marking** - when monitoring and assessing pupils' work, teachers give constructive oral or written feedback that acknowledges pupils' successes, clearly conveys what they need to improve and how best they can do so. Additional information of marking can be found in 'Guidance on Great Teaching and Learning'.

- **Pupil Self-Assessment:** AfL practice aims to develop critical self-reflection in all of our pupils. Adults working in SSPS are expected to:
 - plan for peer assessment and self-assessment opportunities in lessons
 - explain the intended learning outcomes behind each task and how they relate to the learning objectives
 - provide pupils with clear success criteria that help them assess the quality of their work
 - train pupils over time to assess their own work and the work of others and develop an appropriate language to do so
 - frequently and consistently encourage pupils' reflection on their learning
 - guide pupils to identify their next steps.
- **Peer Assessment:** this can be through pupils being encouraged to evaluate the work of their peers, or to mark it against a given set of success criteria.
- **Observation** - observing pupils working e.g. group activities or computer work.
- **Work Scrutiny** - To facilitate assessment for learning, teaching staff regularly sample pupils' work. Content and levels are discussed with colleagues. This information may be used to support whole centre, and individual targets. Samples of pupils' work over time are retained to demonstrate evidence of progress in the core curriculums against initial assessments made. Contextual information is recorded as appropriate.

Formal Assessment

At SSPS we follow the governments national assessment programme.

[Standards and Testing Agency - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

	Baseline Assessment	Phonics	Reading	Maths	Multiplication	GS & P
Year R	Statutory					
Year 1		Statutory				
Year 2		Statutory (resit)	Optional	Optional		Optional
Year 4					Statutory	
Year 6			Statutory	Statutory		Statutory

Year 11 students are entered for GCSE qualifications in English, Maths, Science, as well as a suite of BTEC qualifications according to their provision. All students have the opportunity to complete mock exams in order to identify areas for targeted work.

Marking and Recording

Subject teachers and SLT monitor pupils' work. Work Scrutiny takes place termly and may involve the SLT, and Link Management Committee member. The quality of pupils' work is evaluated using agreed criteria and targets are set to enable centres to improve the consistency of delivery and outcomes. Written and non-written work should be evidenced where appropriate and assessed. Where applicable outcomes will have evidence of AfL.

As part of the teaching and learning process, descriptors for levels are discussed and examples analysed as a class and/or individually so that pupils are aware of what is required to achieve different levels and what they need to do to improve. Similarly, exemplar work may be used at KS4 to guide pupils.

The marking of pupils' work is an on-going process which measures effort, reviews the quality of outcomes, matches levels of ability and assesses attitudes to learning and the ability to work independently. Additional information on marking can be found in 'Guidance on Great Teaching and Learning'

Work sampling and marking

Work sampling is the process by which a sample of pupils' work is collected and studied by teaching staff. Studying a collection of pupils' work across the subjects is a key tool in the school's pursuit of self-evaluation and improvement. It provides tangible and immediate evidence of how pupils are doing and enables staff to plan improvements with confidence.

Work sampling gives the school a solid understanding of its current strengths and areas for improvement; complementing understanding it already has from its data and from first-hand professional experience. It can also help to explain more precisely the judgements made by external inspection about achievement, progress and teaching. It can corroborate anecdotal impressions about trends and inform staff whether planned improvements have really worked.

Work sampling will be regularly carried out across the school. From these sampling sessions, clear ideas about the areas of strengths and areas for development can be identified.

Use of Data

Pupils' targets are set using the data collected throughout the assessment cycle. Teachers track individual pupils' progress before performance is analysed by SSPS SLT. Data and tracking is used to inform planning and to enable targeted interventions to improve outcomes for individuals and groups. Pupil progress is reported to SSPS Statutory Management Committee and Area Management Group three times a year.

School Self Evaluation

The school uses the SEF to guide its' monitoring of centre and whole school effectiveness and the effective deployment of human and material resources. The SDP reflects the outcomes of this process and identifies action needed.

Date of issue/revision:

Chair of Management Committee:

Headteacher:

Date: