



Assessment Policy



Review Date:	September 2025
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Coppice Academy Assessment Policy

Introduction

At Coppice Academy, assessment is seen as a vital component in support of high-quality teaching and learning. It is also an important feature of the school's planning arrangements and the monitoring of the progression of individual learners.

The purposes of the assessment at Coppice Academy are:

1. To identify pupils progress and needs, to evaluate the success of teaching and to motivate pupils.
2. To embed ambition in all teaching through appropriately challenging target setting.
3. To provide appropriate information for a range of audiences: pupils, parents, teachers, statutory bodies, and other educational institutions.
4. To enable teachers to show how they are fulfilling their aims and meeting requirements laid down by others.

Principles

The following key principles underpin all effective assessment systems:

- Assessment is at the heart of teaching and learning.
- Assessment is fair and honest.
- Assessment is ambitious and challenging.
- Assessment is appropriate.
- Assessment is consistent.
- Assessment outcomes provide meaningful and understandable information.

Rationale

The process of assessment is central to helping children to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources, and support.

Assessment should be integrated methodically into teaching strategies so that progress can be monitored and barriers to learning can be identified at pupil, class, or whole school level.

Central to the provision of education at Coppice Academy are:-

- **Assessment** of pupils' needs and abilities.
- **Recording** achievements and experiences
- **Reporting** these to parents and other professionals

The policy aims to:

- Ensure effective and consistent assessment, recording and reporting across the academy.
- Meet the statutory requirements around assessment, recording and reporting.

The staff will aim to:

- Facilitate individual progress and attainment for all our pupils through appropriate planning, recording, assessing and evaluation of their work.
- Ensure accurate recording and reporting to parents, statutory agencies, and governors.
- Use the target setting process to build in challenge and to motivate pupils.
- Fulfil the process of writing student passports, EHCPs and Annual Reviews.
- Recognise and take account of the variety of prior learning experiences, learning styles, special educational needs, and strengths for all pupils.
- Identify achievements and plan for future progress.
- Ensure continuity and progression.

Assessment systems and strategies

The school uses its own assessment framework, Coppice Progress Steps. The Coppice Progress Steps framework has been developed by subject specialist staff at Coppice Academy with our learners at the forefront of this process. It is designed to be on one continuum and to be simpler for parents to understand the progress of a child.

The framework has been developed in line with the original P steps, Equals life skills framework and National Curriculum to support students in acquiring skills for life and achieving accreditation outcomes through individualised learning pathways. The use of this framework ensures that we are able to challenge every child, regardless of ability (from P1i to P18). Cognition level / Age appropriated learning is mapped into the scale as the government wants parents to know the cognitive age a child is working at. It utilises a software company called Trackable (formerly Solar) to record the assessment data online. We record lesson evidence to check our staff are correct with their judgements and hold regular moderation meetings as part of our quality assurance to ensure consistency throughout each subject and across the whole school.

External accreditation is thoroughly quality assured in line with the requirements set out by the relevant accreditation awarding bodies (e.g. Gateway, NCFE) as well as through our own internal quality assurance procedures. This ensures that we have sufficient quality assurance systems, policies and procedures that are implemented appropriately, consistently, and fairly to assure the safe certification of our learners.

Formative and Summative assessment

Formative assessment is the ongoing assessment that teachers undertake lesson by lesson across a school term and guides teachers in how to modify their teaching to help pupils achieve.

Summative assessment involves assessment at given points (such as end of term or year) that involves more of a diagnostic judgement of what the pupil is able to do at that point. Accredited courses would be a further example of where this type of assessment is used.

Assessment strategies take many forms across the school as they need to cover a broad spectrum of student abilities and needs. These can include teacher observations, questioning (linked with feedback) and more formal assessment of written or recorded work (in line with the Marking & Feedback policy).

To support this process, teaching staff have regular face to face meetings with subject lead teachers to discuss pupil progress; progress information is then reported to data and assessment lead teacher and SLT in line with our quality assurance schedule. This process helps to ensure that target setting has the appropriate challenge for pupils, identify any underperformance and intervention strategies that need to be implemented and to assess each pupil's progress over the course of that year.

Moderation and Quality Assurance

This continues to be a necessary part of our assessment process to ensure consistency across subjects and age phases. This is achieved in several ways:

- It is a regular agenda item at Teachers' meetings.
- Individuals can be discussed at Departmental meetings.
- Subject leads regularly moderate work and to ensure consistency between classes.
- Parts of INSET days have been used for whole school moderation.

Benchmarking students

We receive end of Key Stage 2 assessment data from our feeder primary schools. Experience shows us that, for various reasons (poor retention of knowledge and skills over the summer break, anxiety over the move to a new school, a high level of one-to-one support in primary school etc.) a significant minority of students do not perform at their reported level when they arrive with us. Whilst we acknowledge that the reported end of Key Stage 2 data will be used in the Department of Education's KS2-KS4 progress measure, it would be doing students a disservice to stick rigidly to unrealistic end of Year 6 assessments when setting our own progress targets as the discrepancy would be compounded year on year as we set increasingly more unachievable targets.

We therefore carry out our own selection of assessments during the first few weeks of Year 7. In the first instance students undertake the following assessments:

- English and maths assessments – this includes a reading and spelling age for all students.
- assessments in individual subjects

The outcomes of these assessments are then triangulated with the reported end of KS2 data and students are assigned a Coppice Progress Step for each subject. If there is a significant difference between reported KS2 attainment and our assessments then subject leaders (English and maths), form teachers and the SENCO are all consulted as part of the benchmarking process.

Students who join us post-Year 7 are benchmarked in a similar way.

Target setting

Accurate assessment and analysis of year-on-year progress allows us to generate challenging and aspirational targets, which show what we expect our students to attain. Comparing current attainment against targets allows us to measure the impact of teaching and learning and intervene when necessary to support learning.

Two groups of whole school targets are set for every student:

- 5-year accreditation targets for English, maths, science, and computing are set. The 5-year target is then broken down into our year-on-year and termly targets. These are reviewed at the end of Y9. (Adapted accreditation targets are set for students who join post Year 7 to consider the time between their start date and end of Key Stage 4)
- Year-on-year (i.e. September – July) targets for all subjects, broken down into termly targets.

Challenging annual targets are set with the aim for students to reach their projected key stage expectation.

Using the Coppice Progress Steps within the Trackable progress tracking system, we are able to project where a child should be, dependent on age and start point. This helps teachers, students and parents understand what we expect of our students to ensure outstanding progress.

Once set, targets are reviewed three times a year by the Data and Assessment Lead Teacher, in consultation with subject leaders. If a student is consistently exceeding their initial target, we consider them to have an *accelerated growth capacity* and their targets will be adjusted upwards. If a student is not meeting their expected target, then an intervention programme is put in place in the first instance, targets are very rarely downgraded.

Expected progress.

We expect every student to progress from their benchmarked starting point at the beginning of Year 7 by a minimum of one Coppice Progress Step per academic year. We consider this to be good progress. Any student making more than one Coppice Progress Step per academic year would be making outstanding progress.

Expected progress in Years 10 & 11

As explained above, Key Stage 4 targets are set in line with the grading system used for the qualification being followed e.g. GCSE subjects use grades or 1-9, Entry Level Certificate subjects use levels 1-3, etc.

At the start of Year 10 a student's end of Year 9 Coppice Steps are converted to start of KS4 equivalent accreditation/grades which are appropriate for the students. These equivalences can be seen in our mapping Coppice progress steps document.

All accreditation is reviewed against targets set.

Appeals

This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals, as set out in the [JCQ Guidance](#)
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appropriate information on the appeals process will be provided to parents/carers.

Reporting and Parental Involvement

Coppice Academy recognises the involvement of parents in each pupil's educational journey.

Reporting encompasses all the ways in which the school has contact with parents and carers. It is ongoing and includes open days, support groups, workshops, consultation meetings, Shaw Education Trust visits and Academy Council meetings. Parents feel involved in a real partnership with the school and the practice of open access is encouraged. Discussion takes place at the start of the school year between the parent and class teacher and the setting of joint targets for home and school are encouraged. These are reviewed at the next parent evening and EHCP reviews. As pupils move into Key Stage 4, there is an increased role for other adults and agencies to contribute to the assessment process, widening the scope of experience and giving more breadth of recognition to achievement. A formal report of the year's progress is produced for parents at the end of each school year.

EHCP / Annual Reviews

Parents are invited and encouraged to attend their child's EHCP / Annual Review. Where appropriate the child is encouraged to attend and contribute to the review process. A pro-forma is sent to the parent before the review so that they may express their views in writing. They are also asked to complete the child's journey page which forms part of the EHCP. At the review the child's progress and needs are assessed and individual targets are agreed for the coming year. These are evaluated at the next review.

Transition Reviews

The Code of Practice embodies the requirements for all pupils to have a multi professional transition plan. Transition reviews occur at every review from Year 9. Written contributions from the school team are part of the material assembled for the Annual Review. Representatives from other services such as child health and social services are invited to the meeting and asked to submit reports for distribution before the meeting.

Reports to parents

Parents receive information at the start of each half term stating what will be undertaken in each subject. At the end of the autumn and spring term, they also receive a progress and achievement report for their child. Towards the end of each academic year in June/July, parents receive a report of detailing progress and achievement throughout the whole academic year, with additional information given by all subject teachers and form staff. It is evaluated and commented upon by the Academy Principal.