ASSESSMENT POLICY

Approved by:	Assistant Headteacher – Richard Searle	**Date:** 20/09/2023
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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment

- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents

- Clearly set out how and when assessment practice will be monitored and evaluated.

2. Principles of assessment

Promote and supports learning:

- To identify what pupils, know, understand and can do

- Identify individual learning styles

- Encourage progression in learning

- Enables consistent monitoring pupils' progress.

Inform teaching:

- Assist weekly planning

- Promotes a variety of teaching strategies

- Encourages self-reflection within teaching and interventions.

3. Assessment approaches

At Parallel Learning Trust we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use two broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment.

3.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate interventions or extension, evaluate teaching and plan future lessons

- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

- **Parents** to gain a broad picture of where their pupil's strengths and weaknesses lie, and what they need to do to improve.

Parallel Learning Trust approach to in-school formative techniques:

- Classwork

- Q and A

- Presentation

- Project-based learning such as vocational subjects

- Homework

- Discussions/ Debates

- Short recall tests

- Research

- Pupil self-assessment (Traffic light system) and peer assessment.

3.2 In-school summative assessment

Effective in-school summative assessment enables:

- **Subject leaders/ Teacher and Learning Lead** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers/ instructors to ensure pupils 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

- **Pupils** 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** to stay informed about the achievement, progress and wider outcomes of their child across a period.

Parallel Learning Trust Summative Assessments:

- External examinations

- End of topic/unit tests

- Standardised tests (Secondary only)

- Internal school examination (mocks: Secondary only)

- WRAT 5 tests

- Practical assessments

- Phonics

3.3 Trust standardised summative assessment

Trust standardised summative assessment enables:

- **Teacher and Learning Lead** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

- **Teachers** to understand the trust's expectations and assess their own performance in the broader context

- **Pupils and parents** to understand how pupils are performing in their subjects

For secondary:

The Trust's standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.

4. Collecting and using data

The different types of assessment support each other to give a clear view of learning and progress. This information is collected three times a year. It also provides the basis of discussions at pupil progress meetings where the attainment, progress and any barriers to learning are discussed for each pupil.

- Data is compared and analysed through the Triangulation table every term across Parallel Learning Trust and the Trust.

- The performance of cohorts is then reviewed.

- An analysis of data is shared with all staff, ARG (Academic Review Group) and RACE (Regional Academy Council Executive).

5. Reporting to parents

Progress, attainment and assessment data will be reported to parents twice a year through school reports

Reports to parents include:

- Brief details of achievements, highlighting strengths and areas for development, in all subjects and activities forming part of the school curriculum including personal development.

- Comments on general progress and discussions around specific learning needs.

- The pupil's attendance record.

- The results of any public examinations taken by subject and grade.

6. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, personal development, resilience and social independence. Pupils are set individual challenging targets and which are in line with the Trust guidance that all pupils are expected to make 6 sub levels of progress a year.

We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

All pupils deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

7. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. The Trust recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

> During assessments, including internal and external assessments, and coursework

> To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

> As a research tool to help them find out about new topics and ideas

> When specifically studying and discussing AI in schoolwork, for example in IT lessons or art about AI-generated images. All AI-generated content must be properly attributed

8. Training

- All SLT's to oversee the professional development of all teachers and Instructors.

- Staff are kept fully informed about training courses within the Trust, national and regional training courses which relate to inclusive educational practice (PLT Training).

- Staff attending any courses are expected to share their knowledge with other staff in the school. Staff are also encouraged to observe good practice across the Trust.

- Audit skills take place once a year; at the beginning of the academic year. This provides relevant CPD sessions for individual teachers and instructors.

- One to one-line management.

- Progress meetings

- Staff questionnaires

9. Roles and responsibilities

9.1 ARG (Academic Review Group) and RACE (Regional Academy Council Executive).

ARG/RACE 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 pupils

- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher/ Teaching and Learning Lead

The headteacher/ Teaching and Learning Lead are responsible for:

- Ensuring that the policy is adhered to

- Monitoring standards in core and foundation subjects

- Analysing pupil progress and attainment, including individual pupils and specific groups

- Prioritising key actions to address underachievement

- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed annually by the Teaching and Learning Lead and subject teachers. At every review, the policy will be shared with the ARG (Academic Review Group) and RACE (Regional Academy Council Executive).

All teaching staff are expected to read and follow this policy. Teaching and Learning Lead responsible for ensuring that the policy is followed.

Teaching and Learning Lead will monitor the effectiveness of assessment practices across the school, through:

- Moderation (5 times a year)
- Learning Walks (at least once a term)
- Book scrutiny (once a Term)
- Pupil progress meetings (3 times a year)