

ASSESSMENT POLICY

This policy should be read in conjunction with Curriculum and Teaching and Learning Policy

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**At the heart of all our policies at White Trees Independent School
are the following principles:**

1. Everyone in our school can learn and achieve.
2. Everyone in our school has the potential to be successful
3. We build quality relationships with one another and everyone we work with
4. The success of our school is based on high expectations, mutual trust and respect, caring for each other and taking responsibility.
5. Our vision is to provide our students with the confidence, skills, and ambition to take the next steps towards a successful and productive life so they can contribute positively in society.

Introduction

At White Trees Independent School we use assessment as a tool for measuring achievement and progress academically but also socially and emotionally. Assessment for us is a way of diagnosing strengths and areas for improvement from which we can implement steps to raise achievement:

Overall the purpose of assessment is to measure success and enable us to celebrate progress and achievements. The outcomes of assessments help us to guide and facilitate student learning so they can fulfil their potential at a given stage, all of which is fundamental to the ethos of White Trees Independent School.

Assessment and Marking

Assessment and academic progress is monitored by all members of staff. Assessment is on-going and recorded in mark books (electronic and/or paper) and other relevant assessment documents for reference. Whole school assessments and reports take place at specific points within the school year (as indicated later in this document).

Assessment for Learning

Assessment for Learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting students' learning and progress.

Assessment for Learning is part of what we do at White Trees and involves effective planning and focuses on how students learn. Assessment for learning is central to classroom practice and is a key professional skill which is both sensitive and constructive and fosters motivation to learn. We aim to promote understanding of targets and criteria as it helps students to know how to improve by developing their capacity for self-assessment. This process can take a considerable amount of time as many of our students have had negative experience of school and are reluctant learners.

In practice assessment for learning involves sharing learning objectives with the students. The learning objectives are differentiated to the range of ability within the class. They are referred to at points to assess progress made by students within the lesson. Some of the opportunities for assessment for learning are found through rich questioning and wait time where all students have opportunity to think before answering. Other opportunities include effective feedback and marking, both written and oral and evaluative comments which indicate how to improve in addition to peer and Self- Assessment through marking their own work. Various types of assessment for learning strategies will be employed and will depend on the individual student. Formative Assessment will be developed through Assessment for Learning strategies to ensure that students are made aware of the assessment criteria and

reflect upon the learning process through self-assessment, peer assessment and student evaluations,

Assessment of Learning

Assessment of learning shows what has already been achieved and provides a snapshot of the current situation. Assessment of learning involves measuring achievement and progression and diagnosing strengths and areas for improvement from which targets can be set to raise achievement.

Staff will conduct regular and appropriate assessments in line with the schools Assessment Policy, the National Curriculum, GCSE and other qualification assessment criteria requirements

Assessment of learning at White Trees Independent School informs students, staff and parents/carers of levels of achievement and progression. It is diagnostic as it recognizes progression and underachievement, and offers constructive advice on how to improve through specific individual targets

Summative assessment will be systematically built into programmes of study, schemes of work and the broader curriculum and student learning will be assessed mid term

Methods of Assessment

At White Trees Independent School we use a range of different assessment methods and often this will be dependent on the student, the task and the exam board requirements. For much of the time assessments will involve producing written evidence but practical work evidence, oral work evidence and team work evidence will also be used when appropriate.

Moderation and Monitoring of Assessment Meetings

The process of moderation involves staff scrutinizing a selection of the others marking and assessment. The moderation of assessment is something which we take seriously at White Trees Independent School as it not only confirms the grading of students' work, it provides staff with an opportunity to reflect on the quality of their marking and assessment.

By regular marking, sampling and moderation we aim to constantly improve our provision. If problems do emerge with the quality of marking or moderation, additional support would be in place as part of an individualised structured action plan.

The Learning Leader oversees the once a term Moderation Meetings

Student Evaluations

Students are actively encouraged to feedback and evaluate a unit of work. This is part of our quality assurance process and the results of these evaluations play an important role in Assessment for Learning and for curriculum development planning.

The student evaluations provide opportunities for to express:

- What they have enjoyed or found less enjoyable in the unit of work
- Skills which they have used/developed in the unit
- Self-assessment against skills criteria
- Target setting by the student against skills criteria

Student evaluations are then kept as a critical part of Assessment for learning within to monitor progress as part of a self-assessment process.

Reporting

All students will receive six personalised reports every school year. These are a combination of Triumph Reports which are a succinct report and an End of Term report which is in more detail and highlights progress in each individual subject. The schedule for reporting is outlined below.

Autumn 1 st half term	Triumph Report	To be sent out on the last week before October half term
Autumn 2 nd half term	End of Term Report	To be sent out the week before the Christmas holiday
Spring 1 st half term	Triumph Report	To be sent out on the last week before February half term
Spring 2 nd half term	End of Term Report	To be sent out the week before the Easter holiday
Summer 1 st half term	Triumph Report	To be sent out the week before May half term
Summer 2 nd half term	End of Term Report	To be sent out the week before Summer holiday

One of the main differences between Triumph Reports and End of Term Reports is that Triumph Reports contain up to 4 photographs which show the student engaging in a range of activities. These reports are a means of improving the student's self-esteem and showing social and emotional progress and personal development

End of term reports focus on academic progress and include Pastoral Comments and strengths and development needs.

If a student has an EHC plan or an IEP the targets on the end of term report will reflect these. They will be written as three bullets and will generally be SMART however this will depend on the wording on the EHC. The Learning Leader will oversee the End of Term report process, and the Inclusion Leader will oversee the Triumph reports both will support staff as required.

The Headteacher will quality assure both the Triumph reports and the End of Term reports

Monitoring and Tracking Progress

KS3 and KS4 progress will be monitored and tracked weekly in LABS meetings (Learning, Attendance, Behaviour and Safeguarding)

Teachers will assess students across the curriculum at KS3 twice a term. KS4 students will have ongoing assessments according to their individual option choices. In addition to this there will be assessment days where teams of staff moderate portfolio work.