



## Assessment and Reporting Policy

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Approved By	Local Governing Board	Status	Committee
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### Details of Policy Updates

Date	Details
14/06/24	Reviewed by S Orumlu in line with current guidance.
14/06/24	Sharing outcomes with peers is not routinely undertaken due to the sensitivities of the students.

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Note

The job title Headteacher is interchangeable with Head of School in all North Star Academy Trust Policies

## Introduction

Assessment is a key element for the learning process for students and staff. Students make progress and build on their knowledge and skills with quality teaching as well as a clear assessment process which is consistently implemented throughout their education.

## Aims

The purpose of assessment and reporting in North Star Academy Trust is:

- to identify the needs of the students
- to make informed decisions about how the curriculum is designed and implemented
- to check and support our teaching standards and help us improve the quality of teaching.
- to enable teachers to plan lessons that address the learning needs of the students
- to effectively inform students of their achievements, strengths and areas for development
- to effectively inform parents/carers of their child's achievements, strengths and areas for development
- To effectively inform interested parties (SLT, staff, governors, parents and students) of the students' achievements, strengths and areas for development
- to enable students to set targets for themselves
- To provide an indication of student attainment against nationally recognised standards (SATs, GCSEs) to monitor student progress

The main purpose of our Assessment, and Reporting Policy is:

- to provide clear guidelines on our approach to assessment
- to establish a consistent approach to conducting, recording and reporting of assessments
- to outline how and when assessments and reporting take place
- to develop effective, efficient and consistent methods through which a pupil's progress is monitored, recorded and reported
- to make sure effective recording systems are in place for consistency and continuity throughout the schools.

## Rationale:

In North Star Academy Trust, we are committed to providing a **robust** assessment strategy that enables high quality teaching and learning that is applied **consistently** across the schools. This ensures that pupils know and have a clear understanding of how their work is marked, assessed and reported on. Effective assessment enables us to celebrate success but also ensures that they understand the next steps for improvement. Reports, based on records, will give accurate and meaningful information.

Our aim is to ensure that pupils become independent learners who can take responsibility for their own learning. Consequently, we believe in creating a teaching environment that is driven by the

learner and not the teacher. A vital part of this process is using effective assessment strategies to create a personalised learning culture where pupils feel valued and supported. Sharing outcomes with peers is not routinely undertaken due to the sensitivities of the students.

### **Key Principles of Assessment**

- Assessment should be at the heart of teaching and learning to inform differentiated planning.
- Assessment should be fair that is inclusive of all abilities and is free from bias.
- Assessment should be honest with outcomes conveyed transparently to assist pupils in their learning. Judgements are moderated objectively by experienced professionals.
- Assessment should be deliberately ambitious. It is used to develop taxonomies of lesson objectives that are supported by differentiated levels of success criteria, so all pupils are stretched and challenged.
- Assessment should be appropriate. It should draw on both summative and formative methods so a full and accurate picture of pupil achievement can be obtained.
- Assessment should be consistent, and judgements should be formed by common principles so progress and attainment results can be understood by third parties.
- Assessment should be meaningful and understandable so:
  - School can be benchmarked against contextual and national comparisons.
  - Pupils can understand how they are developing as learners.
  - Teachers can plan and differentiate learning to maximise pupil progress.
  - Leadership and Management can deploy pupil premium funding and resources.
- Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.
- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- Marking must be regular and consistent between different staff members and departments.
- All staff are regularly trained in our approach to assessment.
- We have a Senior Leader who is responsible for assessment.

### **Our Methods of Assessment**

In North Star Academy Trust, we use two types of assessments for learning; formative and summative. We also use Boxall Profile to assess social, emotional and mental health strengths and needs for our pupils.

#### **Formative assessment**

It describes the focus on monitoring student response to and progress with teaching. The process provides immediate feedback to both the teacher and student regarding the learning process and indicates the next step to be taken in order to promote learning. It empowers students to take action towards improving their performance in line with the lesson objectives clearly set out at the beginning of each lesson. Our formative assessment methods are embedded in our lesson planning and recorded in our Mid-term planning documents.

- Our formative assessment criteria are based on our curriculum sequencing model, mapping out what pupils are expected to have mastered by the end of each term and year in line with National Curriculum expectations, these are known as Key Performance indicators or age-related developmental sequencing strands.
- Verbal and written feedback is given to pupils in lessons focussing on the positive aspects of their work and areas for improvement. This is clearly recorded in students' work.
- Through consistent and regular marking and feedback teachers take note of those individual children who do not achieve the learning intention for the lesson, and they use this information as part of their assessment for learning for the next lesson and to provide additional support where needed.

### **Summative assessment**

It describes learning achieved at a certain time for the purposes of reporting to parents, other teachers, the pupils themselves and, in summary form, to other interested parties such as school governors or school boards. We assess pupils against assessment criteria set which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do. This is identified in our curriculum sequencing model and clearly explained in departmental documents and policies.

- At the beginning of each year, we use baseline assessments to ascertain a baseline of attainment in order to project suitable targets, inform our planning and track progress.
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year. Following the baseline assessments in September, this is during terms 2, 4 and 6. Assessment judgements will be recorded and backed by a body of triangulated evidence:
  - Teacher observations
  - Records of pupil work
  - Controlled assessment
  - Summative tests, mock examinations.
- Assessment judgements will be moderated by colleagues in school and by colleagues across other schools within the Trust. This will ensure our assessments are fair, reliable and valid.

### **Social, Emotional and Mental Health Needs Assessments**

Across the schools in our Trust, assessing developmental and diagnostic needs using Boxall Profile is also an important means of measuring progress against targets set in Education Health and Care Plans and Individual Education Plans. A baseline and impact measure are carried out by teachers/ESSA and NLP staff at the beginning and end of every year and reviewed termly. These assessments also inform our curriculum planning, lesson planning and differentiation in the classrooms.

We use Boxall Profile tool to:

- assess the social, emotional and mental development of our pupils across our schools.
- identify a precise picture of a pupil's strengths, as well as any difficulties which could affect their learning.

- identify what type of support each pupil needs with practical strategies and techniques for the classroom or nurture group to help them achieve their full potential.
- track our pupils' social, emotional and mental health progress.

### **Our use of assessment.**

- Teachers and Subject Leaders use the outcomes of their assessments to summarise and analyse attainment and progress for their pupils in the classes and subjects.
- Teachers and Subject Leaders use this data to plan the learning for every pupil to ensure they meet or exceed expectations based on baselines.
- Assessments provide teachers with information which will enable schemes of work, allocation of resources, teaching methods, staff development and classroom organisation to be evaluated and modified where appropriate;
- Senior Leadership analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- Assessment through Boxall Profile Tool enables teachers and therapy team to identify pupils' strengths and needs and to make informed decisions of the tools and strategies for each individual student. These are also used to measure the impact of the strategies/interventions put in place for pupils.
- Assessment helps students identify and recognise their strengths and where reinforcement and development are required.
- Assessment will be used to effectively communicate students' achievements to the students themselves, parents, Directors and any other party to whom it is legally obliged to report.
- We celebrate all achievements across a broad and balanced curriculum, this includes reporting on all foundation subjects. This also includes reporting on social and emotional progress through Boxall Profile Online Tool.

### **Recording**

- It is a teacher's responsibility to ensure that all judgements are accurate and balanced by using a full range of assessment methods in their subject and predicting performance outcomes.
- In order to gain and maintain a clear picture of the pupil's achievements, there needs to be a developing body of evidence which reflects the pupil's activities and learning outcomes. This will illustrate what the pupil knows, understands and can do.
- We formally record assessments through Arbor with baselines in September and summative assessment scores at the end of Terms 2, 4 and 6.
- The record keeping system used should demonstrate pupils' progress satisfactorily so that all concerned are able to tell what level of attainment has been reached.
- We provide in depth quality marking; and subsequent marking and assessment should reflect the previous learning outcomes in the books. This will be used to identify pupils who require support or challenge noted during the marking of pupil books and/or daily

assessment.

- Records should be manageable, accurate, consistent and useful, whether used to inform the planning of work or target setting. It is also a key tool in ensuring continuity and progression.
- Records give a clear and accurate picture of the pupil and this data is used to support Annual Reviews, Transitional arrangements and shared with professionals where necessary.

## Reporting

North Star Academy Trust has an established method of reporting:

1. *Autumn Term* - Parents are invited to attend a welcome evening towards settling into a new academic year, expectations and arrangements for the year are discussed. This also includes curriculum opening evening for year 9s. Colleges and post 16 providers are also invited to discuss future career and course options.
2. *Spring Term* - All parents are invited to attend a progress evening where the child's progress is discussed in terms of age-related and personal expectations.
3. *Summer Term* - Each parent receives a progress report on all subject areas which includes details of the pupil's achievements and progress for the academic year. The annual progress report also includes behaviour and attitude data towards achieving their academic outcomes.
4. All assessment data will be used to support annual reviews, multi-agency meetings and parents' evenings and where relevant will include preparing for adulthood targets that will inform KS4 transitional arrangements.
5. We capture summative data 3 times a year and this is shared with the local governing body.

\* Dependent on the start date of the student additional parents/carers evening could occur.

## Assessment, reporting and recording within the context of North Star ALP

The values which are evident throughout this policy will be replicated within the ALP however the relative, potential short-term nature of student placements means that the timeframes of assessment for the schools will not be relevant for each student in the ALP.

All students in the ALP will work with staff teams in order to produce a portfolio of work. This may include final and best work but will also include evidence of learning where mistakes have been made and the student has had the opportunity to develop skills to reflect the learning journey being undertaken.

The portfolio of evidence will include reference to positive moments e.g. a record of certificates earned, attendance, etc. It may also include reference to behaviours that challenge and how the student has worked to develop strategies to support them during times of escalation/de-escalation and ways in which they are now better skilled to manage the expectations of a school/classroom. It will also demonstrate strategies to promote the engagement of the student in learning; for example, writing frames, visual prompts to understand expectations and ways to support regulation and de-escalation. The portfolio will enable the student to illustrate their time

in the ALP over a placement of around 3 – 6 months and be used by a receiving school to support rapid re-integration and inclusion.

If a pupil remains in the ALP for a longer period of time, then the key assessment and reporting dates of North Star Academy Trust schools will be matched (e.g. terms 2, 4, 6), alongside the portfolio. If it is determined that a student will continue longer term in the ALP (e.g. to complete KS4 accreditation) then a bespoke agreement will be made in order to best represent the progress made by the pupil, alongside their accreditation profile.

All assessment data will be shared with the commissioning school at agreed intervals.

### **Monitoring**

The Senior Leadership team are responsible for monitoring the implementation of this policy. The Subject Leaders are responsible for inspecting samples of the children's work, and observing the policy being implemented in the classroom.