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| Pupil Assessment Procedure |
| Issue 1 |

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| **Policy Title** | |
| **Assessment & Internal Verification Policy** | |
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| Peregrinate Policy Manager | Angela Mollan, Chris Mollan |
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We believe that assessment is an integral and essential part of the teaching and learning process. It should encourage students to reflect, enquire and persevere, as they strive to be successful learners. Assessment is a tool for teachers and teaching assistants, to help them plan further learning experiences and is a resource to help students become more responsible for their own learning. The purpose of assessment is to ensure that individuals have learned the concepts taught and have followed a well-planned and sequenced curriculum. Assessment will identify what students know, understand and can do and should identify any gaps in students’ learning so that they can remedied quickly. Assessment will help gauge students’ progress and whether they have achieved the end points identified in schemes of work or not. It will also provide information on students’ academic and personal development to inform future teaching and learning. Good quality feedback both oral and written, will enable individuals to understand what is working well and what must be improved in their learning.

Sharing assessment information among staff enables the team to focus on supporting individuals with specific aspects of their learning, identifying where they are less confident and require further support as well also broadening their understanding in areas of strength.

Assessment is a continuous process which occurs during every lesson of every day. From assessing students’ progress across the curriculum, the school can provide parents/carers with termly progress reports and an end of year report.

Methods used to assess learning include: teacher feedback (such as marking, or verbal communication within lessons), self and peer assessment opportunities, and specific assessment tasks such as end of unit tests and mock examinations. Core subjects are tracked via a ‘progress matrix chart’ where assessment results and progress is recorded. This is held centrally in the administration office and is updated regularly by teaching staff. This is then recorded and stored electronically by the administrators.

We assess students’ progress across the curriculum, by using a range of formative and summative assessments in order to track progress. Progress is checked to ensure the termly end points are achieved. Staff will know what proportion have reached their end points and those who have not. Given the nature of the students, some students poor attendance and part-time attendance, will show that a student will not meet the end points although they have made progress. Staff will be checking that pupils can do more, know more and remember more. They will check that students are acquiring knowledge, skills and understanding, allowing practice opportunities in all subjects taught in order that they are ready for the next steps in learning.

Initial assessments are centre devised assessment tools, which are considered alongside any information that is supplied by the mainstream school/local authority – each new student completes assessments during their first week. Assessments are completed in the following areas;

Key Stage 3: • English Functional Skills (including reading age assessment) • Maths Functional Skills

Key Stage 4: • English Functional Skills; i.Reading ii.Writing • Maths Functional Skills

Results from these assessments are used for baseline working groups. Review of assessments are completed on a 6-week basis to monitor progress, identify learning gaps and support students in progressing within specific subject areas.

Student self-assessment involves individuals evaluating their own work and learning progress. Self-assessment is a valuable learning tool as well as part of an assessment process. Through self-assessment, students can:

• identify their own skill gaps, where their knowledge is weak and where it is strong

• see where to focus their attention in learning

• set realistic goals

• revise their work

• track their own progress.

This process helps students stay involved and motivated and encourages self-reflection and responsibility for their learning. This can be done through the following methods;

• Assessment Trackers within individual portfolios

• Reflective questioning

• Traffic Light System

• Peer Marking

• Bulleting three things that have been done well

• Mind Maps

• End of topic assessments

Progress and achievement is formally reported to home schools, through termly progress reports. Students will be expected to undertake assessment each term in all subjects and there will be formal examinations at the end of each academic year.

Any summative assessments leading to formal and accredited qualifications will adhere to, and strictly follow the guidance of any Awarding Body and will be subject to rigorous Internal Verification at the school and also subject to the Awarding Body system of External Standards Verification which is reported officially and published on the school’s website.