

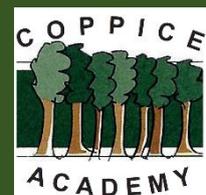
THE COPPICE ACADEMY

Assessment Policy

Developed:

Revised: September
2020

Review Date:
September 2021



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 school.
- 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 IEPs, 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

In response to recent changes, that include a New National Curriculum and the removal of a national system of Levels, we have investigated and subsequently invested in a new whole school assessment system that has been developed by a similar, outstanding Special School called P Steps. This uses a continuation of the P Scales on one scale that runs from P1 to P18 to measure small steps of progress through to GCSE level. This will be recorded in a system that is proving popular with many special schools called SOLAR. This software will allow us to record all of our assessment in one place and has the flexibility for us to shape our assessment system to align more closely with our teaching. It also enables us to include our target setting and undertake data analysis.

External accreditation is thoroughly quality assured in line with the requirements set out by the relevant accreditation awarding bodies (e.g. BTEC, 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 from SLD through to GCSE students. These can include teacher observations, questioning (linked with feedback and setting next steps) and more formal assessment of written or recorded work (in line with the recently revised Marking & Feedback policy).

To support this process, teaching staff have termly 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

Assessment Framework

P Steps were introduced in September 2017 when all pupils across the school were baselined. There are three assessment points across the year: one in December, one in April and one in July. Targets are set early in the autumn term and these are reviewed at every assessment point to assess progress. If necessary, any identification of underperformance can be addressed and intervention strategies put into place to rectify this.

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, SET 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 the school year which is followed by Presentation evening, a highlight of the 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 will receive a progress and achievement report for their child at the end of the autumn and spring term.

Towards the end of each academic year in May/June the Class teacher is responsible for writing and collating the pupils report to parents. For each subject undertaken, reports are processed on what has been undertaken by the pupil and what progress has been made over the year. It is evaluated and commented upon by the Academy Principal.

Presentation Evening

This takes place at the end of each school year. The achievements and attainments of all pupils are recognised and class, group, subject awards and external accreditation certificates are given out to pupils.