
ALDERWOOD ACADEMY INTERNAL ASSESSMENT PROCEDURE



RÆDWALD
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FEBRUARY 2019

NEXT REVIEW DATE: JULY 2019

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Approved by:	Mark Winston
Responsibility for review:	Mark Winston
Date to be reviewed:	July 2019

1. Why do we assess?

We assess pupils for three key reasons:

- To find out what they do and do not know so that we can plan next steps in their learning journey.
- To understand their patterns of progress.
- To make judgements about their progress towards key markers in their education, such as statutory assessments.

Ultimately, good assessment will add value to pupil outcomes by helping teachers and leaders to understand what is having good impact and what needs to be refined or addressed for individual pupils. This information will also be key in supporting the transition to and from Alderwood.

2. What do we assess?

We have made a deliberate decision to assess pupils' outcomes against the curriculum that they have been taught. This recognises that the curriculum is what we teach pupils and the assessment outcomes are how they show us that they have learnt this. Teachers will make assessments against intended outcomes in the following subject areas: Mathematics, English (Reading, Writing and GPS), Science, History, Geography. All pupils will also be assessed against the PSED (Personal, Social and Emotional Development) goals to inform teaching in this area.

In addition to this curriculum assessment, pupils will undergo Thrive assessments, Reading age and speed tests and any other assessments identified as relevant to the pupils' age, stage and individual needs.

Where off-site provision is in place, teachers will co-ordinate the assessment of pupil outcomes in these settings and feed this into the wider assessment picture for each pupil.

3. How do we assess?

Pupils will be assessed at the end of each 3-week curriculum unit against the intended outcomes identified within the planning. The structure we use assesses what pupils will know and be able to do as a result of the learning that has taken place. Teachers will RAG rate pupils' attainment against each statement and this information will allow them to identify areas of strength and weakness across the cohort and on an individual basis. Due to the concentric curriculum model, areas that require further support will be addressed in subsequent curriculum units, ensuring that pupils have multiple opportunities to secure intended learning.

Teachers will use PSED and Thrive assessments to identify key aspects of social and emotional learning that need to be secured by pupils on an individual basis. This will be reflected in planning and assessed periodically during pupils' time at Alderwood.

4. How do we report assessments?

All assessments of pupils will be communicated to schools, alternative settings and parents during the transition process. This will ensure that all stakeholders have a clear picture of attainment and progress to inform the next stage of their journey. Statutory assessments will be reported in line with the Alderwood Statutory Assessment Policy.

5. How will this assessment information be used?

Assessment information will be used primarily to inform teaching and learning opportunities for pupils. Leaders will use this information to evaluate the value that the placement is adding to pupils' academic, social and emotional outcomes. Where appropriate, internal assessments will be used to supplement statutory assessments and applications for additional support for individual pupils.