

What is internal assessment:

Internal assessment is any assessment that takes place in school, beyond standardised or statutory assessments. Internal assessment refers to the information that teachers collect about a pupil that helps them to:

- identify what pupils do and do not know/can and cannot do
- need to learn next
- understand pupils' misconceptions
- make a judgement about how well pupils are progressing against the curriculum they are taught
- understand how confident pupils are in different areas of study

All internal assessment should be purposeful and should inform future planning, whether that is adaptations to intended programmes of study, the focus of lessons or the way that pupils are taught.

What Ofsted say about internal assessment:

When used effectively, assessment helps pupils to embed knowledge and use it fluently and assists teachers in producing clear next steps for pupils. However, assessment is too often carried out in a way that creates unnecessary burdens for staff and pupils. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse. Inspectors will therefore evaluate how assessment is used in the school to support the teaching of the curriculum...

Teachers should use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts

Inspectors will not look at non-statutory internal progress and attainment data on section 5 and section 8 inspections of schools. That does not mean that schools cannot use data if they consider it appropriate. Inspectors will, however, put more focus on the curriculum and less on schools' generation, analysis and interpretation of data... Inspectors will be interested in the conclusions drawn and actions taken from any internal assessment information, but they will not examine or verify that information first-hand.

Why do we assess?

We assess pupils for three key reasons:

- a. To find out what they do and do not know so that we can plan next steps in their learning journey.
- b. To understand their patterns of progress.
- c. 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.

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 all subject areas. 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. These are outlined within the pupil entry profile for the school (see Transition Unit). 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.

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. This will be a cumulative collection of assessments derived from in-lesson assessment and through marking and feedback. The structure we use assesses what pupils will know and be able to do as a result of the learning that has taken place. Pupils will RAG rate their understanding and confidence, based on in-lesson assessment (as detailed in the school's Feedback Policy). 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.

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. Teachers will share information about pupils' achievements within a unit of study at the end of the unit and this will be accompanied by information about what pupils will be learning next. Statutory assessments will be reported in line with the Alderwood Statutory Assessment Policy, fulfilling all assessment and reporting obligations.

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.

Leaders will meet with teachers periodically to understand how individual pupils are progressing. Where pupils are not achieving success with significant portions of the curriculum that they are taught, teachers will be supported to identify potential barriers and adapt practice accordingly. Leaders will use internal assessment information to understand whether these adaptations have had the necessary impact, thus ensuring that pupils do not become 'stuck' for long periods of time.

Teachers may wish to use or adapt the following format for daily lessons but this is suggested rather than required.

Date:						
Objective:						
At the end of this lesson, I should:						
	How confident I feel:	What my teacher thinks:		What the colours mean:		
Know:				Colour	Pupil	Teacher
					I understand this completely	You've got it!
Be able to do:					I think I understand this	A little more practice needed
					I need some more help	I'm going to help you with this

