

Internal Assessment Policy

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 fact. 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.

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.

Baseline assessments

At Westbridge all learners are given a series of assessments on arrival so we can gauge how we can best support students in their learning.

Each student sits a Cognitive Ability Test (CAT4) which is a diagnostic assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning. This information is used to aid teachers' planning. Students are assessed using LUCID Exact so that we can gauge an understanding of students' literacy skills. The assessments give a profile of their ability to read at the single word level, their level of reading comprehension and

reading speed, along with their spelling ability. These assessments also enable us to identify pupils that may qualify for additional support in examinations. We continue to use these assessments throughout certain points in the year so we can evaluate their progress within these key areas.

We use subject specific moderated assessments to baseline student understanding against standardised GCSE/Functional skills /Entry level assessments. We use this information to capture what the students know within each subject and most importantly any gaps in their knowledge. We use this information to inform future planning to ensure students make progress within each subject.

Half termly assessments

Assessment is ongoing and individual teachers record current working grades at the end of each half term. Using subject specific moderated assessments, subject teachers assess all students by using GCSE, Functional skills and Entry Level questions. The assessments mirror the level of challenge that they will face when they reach their final examinations. We discuss current attainment with students in relation to their acquisition and mastery of skills as well as GCSE/Functional skills Level. At each stage we look at gaps in learning and adapt lessons to improve these areas.

Monitoring

Subject based attainment levels are recorded on markbook (Schoolpod) at the end of each half term. 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. We then track all subject grades in a RAG rated tracking document that uses colour coding to highlight progress.

Each term all staff attend a Raising Attainment and Progress (RAP) meeting to discuss pupils academic, social and emotional progress. Interventions and actions are put into place to support students within these three key areas. The SENCo attends the meetings and may implement support or strategies to aid student learning.

The Senior Leadership team 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.

How do we report assessments?

Each term current attainment grades are shared with parents/carers in a report. Progress is summarised through qualitative and quantitative feedback. The report outlines the course coverage, progress and subject specific targets. Parents' evenings are held each term to meet parents/carers to celebrate success and share students work. If a learner is dual school registered, the assessment data is shared at regular points according to the Raedwald Trust Dual Placement Agreement.