
ASSESSMENT POLICY



RÆDWALD
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RATIFIED BY THE TRUST BOARD IN:
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ASSESSMENT POLICY

Person responsible for this policy:	Angela Ransby
Policy author:	Angela Ransby
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Policy displayed on website:	Yes

CEO Signature:	Angela Ransby
Trust Board Signature:	Roger Fern

1. Context

Following the new freedoms offered by ‘assessment without levels’ (2015) Raedwald Trust has revised its assessment processes to maximise on the inherent opportunities as outlined in the final report of the Commission.

Without levels, schools can use their own assessment systems to support more informative and productive conversations with pupils and parents. They can ensure their approaches to assessment enable pupils to take more responsibility for their achievements by encouraging pupils to reflect on their own progress, understand what their strengths are and identify what they need to do to improve. Focusing assessment on the content of the school’s curriculum will allow for communications with parents and carers to provide a clearer sense of how to support their children to build and consolidate learning (p 14).

- Professional conversations with students, parents and home schools* are central to the ethos of learning and teaching at Raedwald Trust and as such this policy aims to outline how we use these new freedoms to best support the students within the Trust. Our philosophy and practice in relation to a personalised curriculum lends itself well to an assessment model that is focused on finding out what students know and understand and what they need to learn next.
- Skills and the learning process itself are as important as curriculum knowledge and understanding given the nature of the Raedwald Trust student group.

**home schools is used to describe dual placement origin or next school placement.*

The following parameters set the framework under which this policy has been drafted.

All of our assessments are clearly tied to their intended purpose. This policy synthesises three central components:

In-school formative assessment – purpose: *teachers, evaluate pupils’ knowledge and understanding on a lesson by lesson basis, tailoring teaching accordingly.*

Raedwald Trust Method

- i. Through attendance to the Assess-Plan-Do-Review teaching model
- ii. Skilled questioning
- iii. Teacher and student review and feedback

In-school summative assessment – purpose: *teachers are able to evaluate how much a pupil has learnt at the end of predetermined time period.*

Raedwald Trust Method

- i. At entry, through the application of a range of baseline assessment tasks to suit the needs of the student.
- ii. Through appropriately time bound reports and discharge reports detailing what students have learned and what they need to do next.
- iii. Through frequent reviews of challenging and aspirational personaled learning aims.

National summative assessment – purpose: *for the government, and other bodies, to hold the school to account for age related expectations (ARE).*

Raedwald Trust Method

- i. Through the acquisition of AQA Unit Awards serving as certificates of learning.
- ii. Through the participation and performance in national examinations.
- iii. Here appropriate, through judgements made against Age Related Expectation (ARE) descriptors for the purpose of in school and between school moderation and to identify any weakness.

The necessity for high quality feedback to pupils is accounted for in this policy and detailed separately in the section entitled ‘feedback and marking’.

Although aware of the flaws, in an effort to facilitate a common understanding, during transition phase, across our often disparate stakeholder groupings old NC levels may be referred to where required by home schools. P-Scales remain in place until national guidance alters.

Good and outstanding progress is defined at the Raedwald Trust against individualised baselines. Agreed definitions have been ratified by external partners in special education.

This policy is rooted in recent practice at a time of change; the distinct needs of our student body, their home schools and wider professional audiences; and the Final Report of the Commission on Assessment Without Levels, September 2015.

This policy is a live document and, as such, will be reviewed regularly.

The Raedwald Trust defines progress against the following benchmarks: **Above expected progress** – pupils are classified as making above expected progress if they have made significant and sustained progress in one or more areas of their learning (based on their ability, needs, attendance, prior attainment). Where appropriate, pupils must be making at least expected progress in English and Maths. **Expected progress** – pupils are classified as making expected progress if they are making some progress in most areas of their learning (based on their ability, needs, attendance, prior attainment) and there are no significant concerns about their development. Where appropriate, this includes English and Maths. **Below expected progress** – pupils are classified as making below expected progress if they are not making the progress we would expect based on their ability, needs, attendance, prior attainment in most of their development, or there are particular concerns about this pupil.

2. Policy Principles

The Raedwald Trust Assessment Policy is underpinned by the following tenets:

- Raedwald Trust is a valued based Trust
- Raedwald Trust promotes 'Growth Mindset'
- "Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. It can include progress in areas other than academic attainment – for instance, where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life." The SEND Code of Practice: 0 to 25 years.
- Assessment is seen as: "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there". Assessment for Learning: Assessment Reform Group 2002.
- "Removing the label" of levels can help to improve pupils' mindsets about their own ability". Final Report of the Commission on Assessment Without Levels, September 2015.
- Raedwald Trust believes in teachers using their professional judgement when making decisions about when a student is ready to move onto the next stage. Judgements are rooted in robust, evidence based procedures.

3. Aims of Assessment at Raedwald Trust

- To ensure positive achievements of a student may be recognised and the next steps are planned.
- To make sure certain barriers to learning can be identified more quickly and appropriate help given.
- To enable students to be involved in their learning.
- To gather information about the performance of individual pupils and groups of pupils in order to inform planning and to monitor progress.
- To provide information to inform the school's strategic planning.
- To gather information to inform teachers' planning.
- To keep track of individual pupil's progress and where appropriate groups of pupils progress so that any concerns can be picked up quickly and interventions put in place as appropriate.
- To inform the wider leaders, including Trustees, of the school's standards and achievement.
- To ensure the legal requirements for record keeping, assessing and reporting can be met.

At Raedwald Trust we believe effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve.
- Enables teachers to plan more effectively.
- Helps parents and families become involved in their children's progress.

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- Provides the school with information to evaluate work and set suitable targets.

4. Aiming for an Holistic System of Assessment

Raedwald Trust assesses all learning as it takes place, using the information gathered to feed a range of further actions. Particular attention is placed on English (writing and reading), Maths, Science and Social and Emotional Progress (through bespoke designed progress criteria as well as through reviews at weekly pupil review meetings). This supports Raedwald Trust in providing a rounded assessment of key academic and social development for students returning to their home school setting or when transitioning to a new educational placement.

The Raedwald Trust educational model demands high levels of flexibility are built into our systems. Working with a range of local, regional and national educational settings and/or multi-disciplinary teams it is vital that we are able to personalise a pupil's learning so that they can stay on track and, at times, even exceed learning expectations. Careful baseline assessments are conducted accounting both for prior knowledge and capacity at entry. Specific learning aims are determined as a result, and are frequently reviewed by teachers according to the most recent learning that has taken place in a lesson, at weekly pupil progress meetings, review meetings or multi-disciplinary team meetings. Plan, do and review forms the basis of practice.

5. Recording and Reporting Systems

Staff at Raedwald Trust use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports to parents, home schools or wider multi-disciplinary teams.

These include:

- Daily lesson logs and learning aims on School Pod
- Pupils' work/books
- Records of review meetings
- Progress indicator measures

Raedwald Trust believes that reports provide and provide:

- Good home/school relationships
- Information for parents/families
- An opportunity for discussion with parents and families
- Good communication with outside agencies and multi-disciplinary teams
- Targets and next steps for the pupils

A written or verbal report for each child is either given or sent to parents. Reports outline a student's progress in the core and foundation subjects, as well as developments in social progress. Raedwald

Trust academies operate an open door policy and parents and carers are invited to discuss their child's progress at any time during their time with Raedwald Trust.

6. Feedback and Marking

At Raedwald Trust marking provides constructive feedback to every child and young person, focusing on success and improvement needs. We encourage pupils to become reflective learners through the use of self assessment and help them to close the gap between current and desired performance. A real strength of the provision is that feedback is often immediate due to the nature of the learning environment.

Feedback and Marking: Our Core Principles

- Marking and feedback is an integral part of the Raedwald Trust Assess – Plan – Do – Review model of teaching and learning.
- Marking and feedback should always be in accordance with the lesson objective and the pupil's own personal learning aims.
- Marking and feedback will involve the student directly. A student will be clear about their next learning steps as a result of the feedback received.
- Marking is an important teaching tool, informing next steps planning.
- The pupil will have the opportunity to carry out the guidance resulting from marking or feedback.
- Throughout the Trust pupils are given guidance and opportunity to evaluate their own achievements and understanding.

7. Standardisation/Moderation

The process of moderation is an essential part of the Raedwald Trust assessment system. Teachers are involved in moderation across the Trust to ensure subject based standardization. In addition, the Trust enjoys local moderation opportunities with partner schools for English, Maths, Science and pupils with Complex Learning Difficulties and Disabilities (CLDD) and to opportunities offered by national accreditation bodies.

8. Policy Monitoring Processes

Raewald Trust uses monitoring processes to ensure that:

- Pupils have equal access to both formative and summative assessment in a way that meets their individual needs.
- Assessment processes adequately prepare pupils for successful transition.

Monitoring is carried out through;

- Learning walks, lesson observations

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- Faculty Moderation Meetings
 - Pupil work/book scrutiny
 - Case mapping
 - Conversations with pupils, their families, the wider multi-disciplinary team (MDT) and other education setting