

# Assessment Policy

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## 1. AIMS AND OBJECTIVES

To comply with the statutory requirements for assessment and to provide a framework for the assessment, recording and reporting of all subjects. At Epinay Business and Enterprise School, we believe that the key aim of assessment is to support student achievement and progress.

Through our assessment and reporting practice, we aim to:

- Enable students to understand what they must do to reach end of lesson, unit, topic, academic year and key stage expectations.
- Allow teachers to determine what a student can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
- Help set targets and involve students in their own learning.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.
- Give students effective feedback so they know what they have done well and what they need to improve.

## **Assessment Process**

Attainment and student progress is monitored using a system developed by the school. We have adapted the National Curriculum yearly objectives in maths, reading and writing and renamed them “Stages”. Progress is monitored through steps identified as emerging, developing, secure and next stage ready. It is aimed at ensuring the needs of all students can be met with small steps identified to effectively measure progress. “I can” statements are used throughout to enable students to understand their own progress and develop the language to participate in the assessment process. For further information please read the school document “Life after Levels.”

## **Types of Assessment**

Epinay Business and Enterprise School acknowledges that assessment will take place in a range of different ways for different subjects. However, all assessment will embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson.

Types of assessment carried out include (but are not restricted to): Oral feedback, learning conversations, self-assessment, peer assessment, group assessment, targeted questioning, assessment of exemplar work of a range of grades, written feedback that links to assessment criteria, and use of internal and examination materials.

Teachers will provide regular opportunities for students to assess their own work and the learning of their peers. This supports students to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

### **Self-assessment and peer assessment**

Students are trained to self-assess against the learning challenge and success criteria set.

### **Formative Assessment**

This is used by our teachers to evaluate students' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. This type of assessment is embedded across all lessons – in all subjects. Teachers assess students' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve students' understanding.

### **Summative assessment**

This is used to evaluate how much a student has learned at the end of a teaching period (end of a Unit/Topic, term, or academic year). We termly assess students reading, writing and maths stages. Assessment information is used to plan teaching and learning strategies, including the identification of students who are not making expected progress, falling behind in their learning or who need additional support, enabling students to make good progress and achieve well.

### **Moderation and Standardisation**

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made. At Epina Business and Enterprise School the following takes place:

- Termly internal moderation of reading, writing and mathematics assessments.
- External moderation with outstanding local schools and linked special schools.
- Early Years staff meet regularly with other Foundation Stage schools to moderate work within the EYFS curriculum.

- When selected, Local Authority moderation takes place.
- Quality assurance of teaching and learning is carried out on a weekly basis as part of a 'live' ongoing process (for further details please refer to SEC).

### **Read, Write Inc Assessment**

As a school we use the RWInc programme to teach phonics and reading. Half termly formal assessments are carried out 1:1 with students. We use the 3 assessment documents provided with the programme on a carousel basis. The sounds, blended sounds per minute, words per minute and current book colour are recorded electronically on a

### **Assessment in Foundation Subjects**

Foundation subjects are taught via robustly planned schemes of work ensuring full coverage and progression. The National Curriculum objectives from each subject area are mapped across phases. Progress towards targets set within schemes of work is assessed termly in all foundation subjects and follows the child throughout their Epinay journey.

It is acknowledged that due to the breadth of the National Curriculum programmes of study and the barriers to learning faced by our students there will be objectives that will not be covered. The assessment objectives selected are those that fit appropriately with the creative approach employed, maintaining vibrancy within the curriculum where assessment does not lead learning.

### **Key Stage 4**

At key stage 4 all students follow a qualification pathway. Progress towards accreditation is monitored internally through a termly RAG rating, assessment is carried out externally by awarding bodies.

### **Reporting and Recording.**

All teachers record student progress on electronic stages documents throughout the year. These are stored on the shared staff computer drive. Data is collected from these termly to produce progress reports and allows data analysis of individuals and cohorts; including disadvantaged and pupil premium students. Student reports are produced and given to parents termly, data is also shared during parents evening, multi-agency meetings and EHCP reviews.

External reporting is done at the end of each key stage via the DFE portal. All external assessments and qualifications gained are held within school until students collect in person and sign for certificates.

In some instances, an educational psychologist will be brought into school to assess students' academic need to ensure they have appropriate access to the curriculum. This information is shared with parents and stored electronically in student files.

### **Monitoring and review**

The policy will be reviewed annually.

Policy approved by Governors: May 2023

Date of next review by Governors: June 2024