



Durham Trinity School and Sports College.

Whole School Assessment Policy.

The purpose of assessment within the school is to maximise progress and enable all pupils to become better learners. Assessment is an integral part of the Teaching and Learning cycle. Planning, Teaching, Assessment and Record Keeping form pieces of a jigsaw which, when fit together, provide an environment where High Quality Teaching and Learning takes place.

Assessment involves an understanding of both the formative process (when we ask what, when, why and where pupils learn) and the summative process (when we recognise what pupils have learnt). On occasions, where appropriate, pupils may also access National Standardised Summative Testing or Assessments.

The whole school assessment policy adheres to the principles outlined below, which recognise the needs of different groups of people who will be using the system, namely the pupils, teachers, parents and governors.

Policy Aims.

Assessment, Recording and Reporting across the school aims to:

- Encourage and motivate all pupils by recognising and celebrating their individual successes across the whole curriculum.
- Base pupils teaching and learning on clear objectives which are communicated by the teacher, HLTA or TA to the pupil, as appropriate.
- Allow pupils to contribute to the assessment process and in doing so encourage them to become reflective learners (where appropriate).
- Be positive in its approach but encourage progress through the identification of steps for further development including intervention and support from other professionals.
- Enhance pupil motivation and participation.

- Provide information, to relevant stakeholders, which is clear, reliable, free from bias and used to plan for and inform Teaching and Learning.
- Provide opportunities for pupils to access externally recognised and accredited assessments, where appropriate.
- Inform parents and carers about their child's achievements, progress and attainment.

Formative Assessment.

Formative assessment is 'day – to – day' assessment which is based on pupils ability to achieve individual outcomes and learning objectives set, providing feedback and, where possible, encouraging pupils to be reflective upon their own learning. It supports teachers in providing further support or extension activities as necessary and helps to inform and structure progress.

Examples of formative assessments may include:

- Observations
- Photographs
- Pupil Work Files or Books
- Verbal or Written Marking and Feedback from individual lessons
- Quizzes
- Discussion and Questioning
- Pupil Self-Assessment
- Peer Marking
- Visible Learning e.g. through the use of whiteboards
- Evidence for Learning records

Summative Assessment.

Summative assessment is used as a baseline from which progress can be measured, strengths and weaknesses can be highlighted, planning can be informed and teaching and learning can be monitored.

Examples of summative assessments may include:

- B Squared Connecting Steps (used solely for English and Maths for formal learners)
- Internally Devised Test Materials at the end of a unit, topic or module
- MAPP (Measuring and Assessing Personal Progress) Learning Intentions
- External Accreditation e.g. GCSE, Entry Level Qualifications, ASDAN etc;

- National Standardised Testing Materials e.g. Key Stage 2 SATS or Phonics Screening etc;

Collecting Data.

Pupils at Durham Trinity School and Sports College access one of three curriculum pathways or Post 16/ EYFS provision. The way in which data is collected differs dependent on the pathway or provision accessed. Below is a table which illustrates the data collection which takes place for each of the pathways or provision areas.

EYFS		
<p>Learners follow the EYFS curriculum. The three core areas of this curriculum are Communication, Language and Literacy, Physical Development and Personal and Social Development. The EYFS curriculum is assessed using Developmental Months and The Early Learning Goals. These are tracked using B Squared and internally created tracking documentation. Previous assessments are used (where possible) together with accurate baseline assessments made in the first half term of entry to determine appropriate, challenging end of year targets for each of the curriculum areas.</p>		
<p>The Pre-Formal Curriculum Learners follow a sensory based curriculum incorporating the 7 steps of engagement, therapeutic programmes and individualised outcomes. 3 – 6 Learning Intentions are set per learner. Individual Learning Intentions are personalised and measure ipsative progress. They are devised in a collaborative manner with class staff, external professionals and parents/carers. These are tracked using MAPP on a termly basis. Learners access accreditation pathways, such as ASDAN Towards Independence, where appropriate.</p>	<p>The Semi-Formal Curriculum Learners follow an Equals based curriculum which incorporates Functional Literacy and Numeracy skills. 4 – 6 Learning Intentions are set per Learner. Individual Learning Intentions are personalised and measure ipsative progress. They are devised in a collaborative manner with class staff, external professionals and parents/carers. These are tracked using MAPP on a termly basis. Learners access accreditation pathways, such as ASDAN Personal Progress, where appropriate.</p>	<p>The Formal Curriculum Learners follow a curriculum based upon the subject specific areas of the National Curriculum. Learners access subject specific specialist teaching where possible. English and Maths assessments are carried out using B Squared Connecting Steps and tracked using internally created tracking documents. Previous assessments are used (where possible) together with accurate baseline assessments made in the first half term of entry to determine appropriate, challenging end of year or key stage targets for both curriculum areas. In addition to this, 2 – 3 Personalised Learning Intentions are set per learner. These measure ipsative progress and are devised in a collaborative manner with class staff, external professionals and parents/carers. These are</p>

		<p>tracked using MAPP on a termly basis. Learners also access externally recognised accreditation pathways such as GCSE Examinations or Entry Level Qualifications.</p>
<p style="text-align: center;">16 – 19 Provision</p> <p>Learners follow a 'Preparation for Adulthood' based life skills curriculum. This incorporates Functional Literacy and Numeracy skills, The World of Work and a range of Daily and Personal Living Skills.</p> <p>4 – 6 Learning Intentions are set per learner. Individual Learning Intentions are personalised and measure ipsative progress. They are devised in a collaborative manner with class staff, external professionals and parents/carers. These are tracked using MAPP on a termly basis.</p> <p>Learners access accreditation through the NOCN Independent Living Suite of Accreditation modules.</p>		

The assessment criteria are reworded and shared with pupils, where appropriate, so that they are clear as to what they are aiming to achieve within their work.

Evidence.

Assessment evidence is collected in a range of forms. Examples include work portfolios for accreditation purposes, workbooks, learning journals, work files, witness statements, standardised testing or the recording of assessed work in a teacher mark book.

Evidence for Learning (an online learning journal app) has recently been introduced which enables assessment evidence to be gathered in a central area. Evidence collated can be mapped against their Individual Personalised Mapp Learning Intentions, Curriculum Frameworks/Objectives and a range of tags e.g. SMSC, OPAL, Curriculum subjects, EHCP Areas, Levels of Support etc;

Standardisation.

The Assistant Head with responsibility for Pupil Progress is responsible for standardisation across the school community with Key Stage Leaders further developing and consolidating standardisation in their individual teaching teams as required. Dedicated time is provided on a termly basis for Key Stage MAPP moderation to take place.

As part of the MAPP assessment and review process, RAP (Reviewing Assessment and Progress) meetings will take place once per term between individual teachers, a Key Stage

Leader and a Senior Leader. These will provide an opportunity to carry out a deep dive on an individual pupil and provide a teacher with areas of success with regards to assessment and areas which could be further developed.

When opportunities arise, members of staff also engage in Local Authority or Networked moderation and standardisation activities.

Training for Staff.

An induction session is provided to all new staff. The induction includes systems, processes and policies that must be read, including this policy. One to one or small group sessions are available with either Key Stage Leaders or the Assistant Head with responsibility for Pupil Progress should staff require a short training session, to support their use of assessment procedures and software, or further clarification of any of the information detailed in this policy.

In a range of staff meetings and continuing professional development sessions there will be an emphasis on assessment to ensure all staff have a good understanding of assessment practice. Staff may also identify training needs regarding assessment during the appraisal process or induction process. A performance management objective is set for teachers on a yearly basis which is based upon Pupil Progress. The Assistant Head with responsibility for Pupil Progress will ensure that best practice is shared and will endeavour to keep up with the latest research.

Reporting to Parents/ Carers.

MAPP Personalised Learning Intentions will be shared with parents at three data entry points throughout the academic year. Feedback will be sought from parents and carers and a discussion around areas they wish to see further developed within the child's learning will also take place. For pupils following a Formal Learning Pathway, numerical B Squared data will be shared with parents during annual review meetings. This will illustrate the pupils' progress made over the year since the previous review meeting took place with regards to the strands of learning for English and Maths.

At the end of each academic year, a report will be produced which will summarise a child's learning and progress across the academic year. Twice yearly, Parent's Evenings provide an opportunity for parents/ carers to scrutinise their child's work and talk to tutors and/or subject teachers about their child's progress and development.

Should a parent or carer have any additional concerns about their child's progress, teachers and key stage leaders are available to meet and discuss any particular issues at any time of the school year.

Implementation and Monitoring.

The policy sets out general guidelines under a number of headings. The Assistant Head in charge of Pupil Progress, the Key Stage Leaders and their teams will interpret these according to the individual needs of the pupils and are responsible for the monitoring of assessment practises within their teams in order to ensure that these practices are effective, common and in line with the Whole School Assessment Policy. Key Stage Leaders, the Assistant Head with responsibility for Pupil Progress and the Senior Leadership Team are responsible for ensuring that assessments are maintained consistently and that teaching staff are provided with support in developing and maintaining them if required. They have further responsibility to ensure that information is used to evaluate provision and practice to proactively improve attainment opportunities for all pupils. Teaching Staff have a responsibility to familiarise themselves with the most up-to-date policy and procedures to ensure best possible practice is achieved across the school community.

This policy will be reviewed on an annual basis by the Assistant Head with responsibility for Pupil Progress. The Governing Body will monitor the principles and processes of the Assessment Policy through meetings of the Curriculum and Standards Committee and through regular and timely monitoring visits to the school.

Date:

Signed by (AHT with responsibility for Pupil Progress):

Date agreed by Governors:

Signature of Chair of Governing Body: