



Assessment Policy



“Learning together, to be the best we can be”

1. Aim

- 1.1. This policy outlines the minimum expectations for assessment within Abbey School, so that all learners are subject to same minimum standards of having their learning assessed.
- 1.2. Assessment of a child's learning is distinct and different to how learning targets are set. Equally, the curriculum pathway(s) that a child follow(s) fall outside of the remit of this policy, though measurement of their progress in meeting targets – however they are defined – is informed by the requirements outlined in this policy.
- 1.3. Pupils in our school undertaking accredited qualifications will be subject to 'high stakes' assessment, which is delivered through formalised structures such as SATs, coursework or exams. These assessments are subject to their own quality assurance processes, which fall beyond the remit of this policy.

2. Definitions

- 2.1. **High-stakes assessment** is standardised tests used for the purposes of accountability e.g. SATs, GCSEs, A-Levels etc.
- 2.2. **Base-line assessment** used to establish where pupils are in their learning, either prior to or within the first six weeks (full time equivalent) of joining Abbey School.
- 2.3. **Formative assessment** is the in-process evaluation of pupil learning that are typically administered multiple times during a unit, course, or academic program. The general purpose of formative assessment is to give pupils, families and school leaders' in-process feedback about what pupils are learning or not learning, so that approaches can be modified accordingly.
- 2.4. **Summative assessment** is used to evaluate pupil learning at the end of each unit of work, term or at the end of the school year. Summative assessments are used to evaluate learning by comparing to a standard or benchmark.

3. Why do we Assess?

- 3.1. Assessment is a powerful learning event, assessment for diagnostic purposes is a priority for all teachers and the main purpose of our assessment at Abbey School.
- 3.2. The assessments we make are used for different purposes.
 - 3.2.1. **Pre-assessment/Diagnostic assessment** (assessment before learning) as a way to identify current knowledge or skill, as well as gaps in learning which then inform planning meaning that learning can take place at pace as skills previously acquired do not need to be explicitly taught
 - 3.2.2. **Formative assessment** is continuous and away from the point of teaching e.g. 3 weeks after teaching a skill the teacher will ask a learner to complete a task based on it and assess this at the point of completion, entering it into the ASP (Abbey Skills Progression) and using this to inform planning
 - 3.2.3. **Summative assessment** is conducted when the SLT lead for outcomes take the information from ASP 1 week before the end of each term and presents this for Faculty and Subject leaders to analyse and make judgements about the quality of provision in their subject
 - 3.2.4. Making this distinction about the purpose of assessment is fundamental to the quality and value of its results
 - 3.2.5. Provide teachers with meaningful, useful insight (assessment for formative purposes) in the form of information about a child's learning and ability to apply their learning to a range of contexts
 - 3.2.6. Enable dependable claims to be made about children's learning, particularly when communicating with parents, Subject, Faculty Leaders and SLT
 - 3.2.7. Be made constantly in the classroom as long as it is away from the point of teaching
 - 3.2.8. Be made when staff are confident that the learner has acquired a skill by showing it in a context it was not taught in
 - 3.2.9. Have evidence attached to it to enable moderation and ensuring accuracy of judgements across the school

4.A Common Use of Language

- 4.1. At Abbey you will hear staff and learners use common language such as...
 - 4.1.1. Grade and Step: the measure used in ASP. 1s1 means the learner has achieved all 1s1 statements securely, 1s2 means they have also securely achieved at least one statement from 1s3
 - 4.1.2. Pre-grade: these are the stages prior to grades and steps and are numbered 4-8. P4S means the learner has achieved all P4 statements securely, P4H means they have also securely achieved at least one statement from P5
 - 4.1.3. Expected progress: 3 steps per year, 1 step per term
 - 4.1.4. More than expected progress: more than the above
 - 4.1.5. Less than expected progress: less than the above
 - 4.1.6. ASP: Abbey Skills Progression, our own assessment system

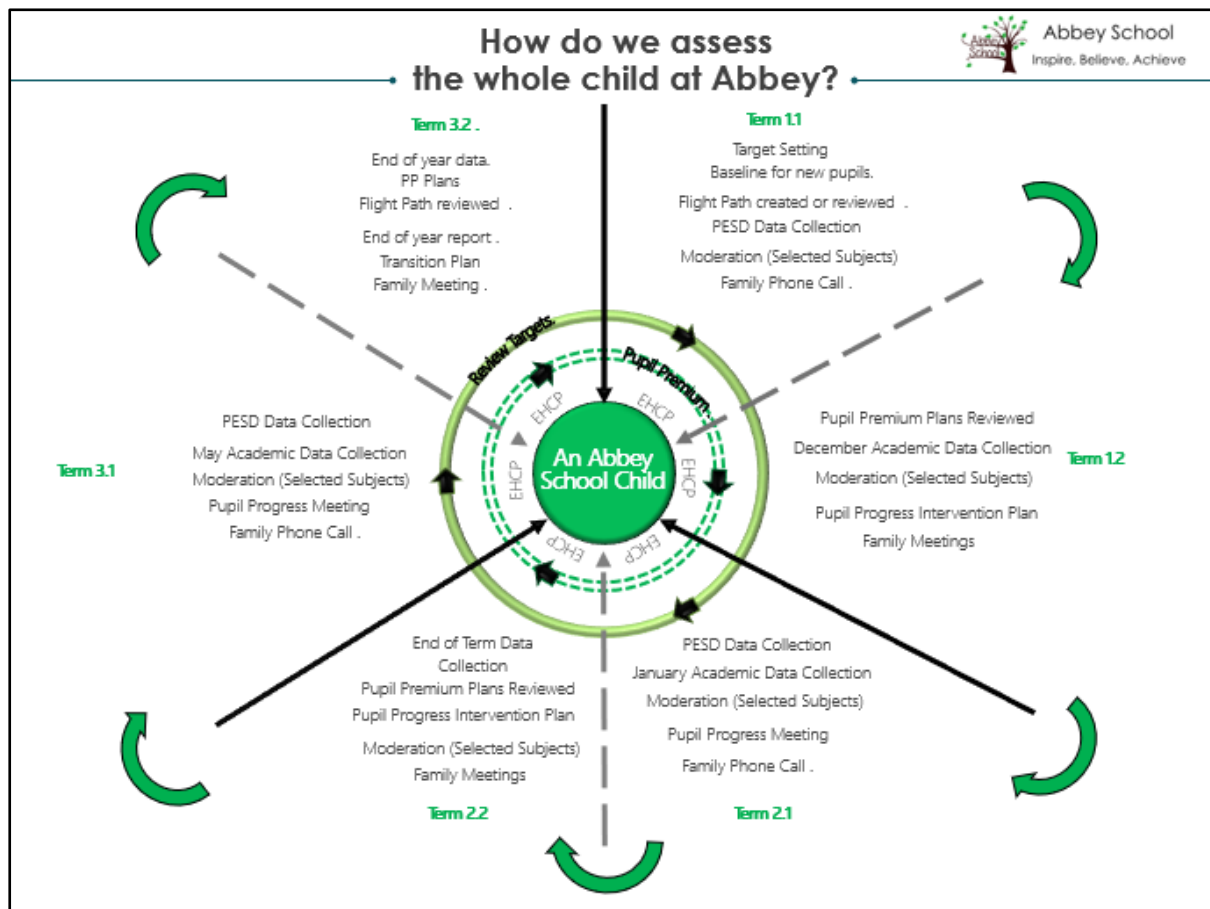
- 4.1.7. Evidence: a photograph of the piece of work or written statement about what has been seen or heard that is entered into ASP
- 4.1.8. Observational assessment: something that is seen or heard and entered into ASP as a witness statement being specific and using the child's language wherever possible
- 4.1.9. Continuous assessment: having a iPad available and nearby at all times to capture assessment as it happens

5. Quality Assurance

5.1. Abbey School has an annual Quality Assurance (QA) calendar, which outlines the schedule of activity school leaders will undertake to interrogate and confirm judgements made through assessment.

5.2. Quality Assurance activity should includes:

- 5.2.1. Lesson observations;
- 5.2.2. Pupil discussions/interviews;
- 5.2.3. Learning Walks/Drop Ins;
- 5.2.4. Work/Book Scrutiny;
- 5.2.5. Pupil Progress Meeting;
- 5.2.6. Moderation activity;
- 5.2.7. Testing e.g. at the end of a unit of work, mock exam papers (for pupils subject to high-stakes assessment) etc.
- 5.2.8. How the Abbey Pupil is assessed



6. How summative data is presented.

6.1 Summative data collection takes place 1 week before the end of each term and is identified on the whole school QA (Quality Assurance) cycle. It is the teacher's responsibility to check the data is pulling through accurately before data collection. The SLT lead for outcomes takes this data from ASP and, if there are anomalies in your data, they will email to prompt you to check again that your data is pulling through the system correctly. This data is used to produce a spreadsheet showing each individual learner in school with their grade and step and a colour indicating their rate of progress

- * Red: On track to make 1 step or less over the school year: Less than expected progress
- * Yellow: On track to make 2 steps over the school year: Less than expected progress
- * Green: On track to make 3 steps over the school year: Expected progress
- * Blue: On track to make 4 or more steps : Better than expected progress
- * Each termly file contains the analysis of the data for the end of that term for groups

There is also a spreadsheet showing rates of progress by subject and groups within school.