



Assessment and Reporting policy

Strive for Education

Approved by:	A Brown	Creation Date:	February 2023
Last reviewed on:	July 2023	Next review date:	September 2024

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents and schools.
- Clearly set out how and when assessment practice will be monitored and evaluated.
- Clearly explain how we cater for SEMH students, and those with other forms of SEND, through our assessment approaches and how we value, include and monitor behaviour, pastoral and social behaviour indicators.
- Adapt the curriculum, student objectives and assessment procedures to match the needs of the student. A standard system that is not flexible will not work for the varying, complex and challenging needs of our young people.
- Match assessment approaches with curriculum themes.

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels. It also refers to statutory reporting requirements set out in the Education (Student Information) (England) Regulations 2005: schedule 1.

3. Principles of assessment

The aims and principles of the Strive assessment policy is to ensure that assessment is carried out for the benefits of the students. Through an effective system of assessment that is based around the student, Strive aims to:

- Give reliable information to parents, professionals and host schools about how their student is performing.
- Provide summative assessment. Allow meaningful tracking of students towards set expectations and individual learning plans. This information will inform the next stages of planning.
- Provide formative assessment. Through on-going assessments through assessment for learning approaches, next-steps teaching and planning will be informed.
- Give regular and informative feedback to parents, professionals and host schools.
- Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- Differentiate attainment between students of different abilities, giving early recognition of students who are falling behind and those who are excelling.
- Provide information that is reliable and free from bias.
- Provide information that will help drive improvement for students in an AP setting.
- Ensure feedback to students contributes to improved learning and is focused on specific and tangible objectives.
- Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

- Students with different needs will have a different approach to assessment. All students will have objectives based on the 3 themes of the curriculum and assessment will correspond to these.

4. Assessment approaches

At Strive we see assessment as an integral part of teaching and learning, and it is inextricably linked to both social and academic aspects of our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

Teachers at Strive will ensure books, work, assignments and home learning (if appropriate) are marked appropriately and feedback given where necessary. Teachers will use a variety of assessment methods ranging from differentiated questioning, self and peer-assessment and observations.

At appropriate end points, teachers at Strive will set, mark and give feedback on classwork and any progress tests if this is appropriate for the course of study. These will be set according to the individual needs of students and their individual learning plans.

Student's progress will be tracked over time following a summative grade being awarded at the end of each half-term. These tracking points allow leaders at Strive the opportunity to monitor and evaluate student performance and to recognise trends and patterns to trigger intervention where required.

End of half-term reports

At the end of each half-term, all students/families and host schools, where appropriate, will receive information on the following:

Attendance – a marks by date report will be produced

Behaviour – a detailed report from Arbor will be produced. This will have all instances of recorded positive behaviour and incidents.

Core threads – every scheme of work is planned and lessons delivered with the following core threads which are reported upon and tracked as part of a student's half-term report (communication, respectfulness, resilience and belief)

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of students, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment.
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching.
- **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.
- Students at Strive access assessment procedures based on their specific and individual needs and requirements. Some KS4 students will have access to both BTEC and Functional Skills qualifications. Such assessments will be shared with students, parents and host schools.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment.
- **Teachers** to understand national expectations and assess their own performance in the broader national context.

Nationally standardised summative assessments take the form of Functional Skills and BTEC vocational qualifications. Students studying at Strive for reduced time scales will access different qualifications at different levels depending on their starting points and length of proposed study.

4.4. Social skills and vocational curriculum assessment.

Theme 1 & 3 of the Strive curriculum is focused on areas that are not certified or accredited. These themes are designed to closely match the needs and outcomes of our young people. In addition to grades, percentages and certificates, progress can be measured by a variety of means. Simply improving skills and knowledge in a subject or being able to remember more information demonstrates progress and achievement. Increased attendance, improved behaviour and positive physical and mental health and well-being, are all progress measures that we will aim to improve. Social skill improvement is measured through EHCP outcomes and these are reviewed systematically.

5. Collecting and using data

Most assessment data will be collected and stored via Strive's MIS – Arbor. Arbor is a dedicated platform that manages all aspects of the school's information. Data on assessments will be collected at appropriate key points. Assessment data will be shared with students, families and host schools. Data will be available to relevant stakeholders via Arbor. Data and assessment will always be for the benefit of the progress students are making.

Assess, plan, do, review protocols will be put in place at review meetings. This will both drive the student's IEP and also any statutory requirements for assessments. All students will have a review meeting approximately every 6-weeks. This will be attended by home schools, family and any professional services where necessary.

Half-Termly reports are sent to all schools and parents.

Following a student completing their studies at Strive, a summative report will be produced for home and school. This will outline all aspects of behaviour, attendance, progress and social and emotional capacities. This report will outline key features of a student's time at Strive and will focus on appropriate next steps for the student.

6. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

Due to the nature of the education at Strive, students who are studying with us are highly likely to be suffering SEMH/SEND challenges. In some cases students will be working below the national expected level of attainment. Our assessment arrangements at Strive will consider progress relative to student starting points, and take this into account alongside the nature of any associated challenges and difficulties.

Access to qualifications for learners with disabilities or specific needs:

Equality and fairness are central to our work. Strive's Equality Policy requires all learners to have equal opportunity to access qualifications and assessments and that qualifications are awarded in a way that is fair to every learner. We are committed to making sure that learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking a qualification are disadvantaged in comparison to learners who do not share that characteristic. All learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers. For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

7. Training

Through a programme of continuous staff development and training, teachers will be kept up to date with developments in assessment practice, and will be able to develop and improve their practice on a regular basis. Daily staff briefings supported by weekly staff CPL session will ensure that staff have a good understanding of assessment and assessment practice.

8. Roles and responsibilities

8.1 Headteacher

The Headteacher is responsible for:

- Ensuring that the policy is adhered to.
- Monitoring standards in all subjects.
- Analysing student progress and attainment, including individual students and specific groups.
- Prioritising key actions to address underachievement.
- Reporting to the advisory board on all key aspects of student progress and attainment, including current standards and trends over previous years

8.2 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

9. Monitoring

This policy will be reviewed every year by the Headteacher. At every review, the policy will be shared with all staff. All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed and will monitor the effectiveness of assessment practices across the school.