

ASSESSMENT & GRADING POLICY

Policy Statement

Seva Education believes it is important to use assessment methods that match our intended audience and serve the purpose for which they were set.

Too much assessment can take up a lot of time and cause organisational difficulties; too little can lead to opportunities for developing and encouraging individual pupils being lost.

This policy sets out a sound basis for assessment at our school. It will be judged upon its relevance to the learning of the pupils it is designed to support.

The Aims of the Policy

The aim of this policy is to improve pupil progress by using appropriately the three main forms of assessment:

- in-school formative assessment to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly
- in-school summative assessment to evaluate how much a pupil has learned at the end of a teaching period
- nationally standardised summative assessment to compare our standards against national expectations and averages.

Procedure

Guiding Principles

The guiding principles behind our assessment procedures are that:

- progress targets will be set to achieve our best hopes for the pupils.
- assessment is a partnership between teachers, learners and parents and carers, so that:
 - pupils and their parents and carers will know and understand their progress at defined assessment points.
 - pupils will receive feedback that enables them to understand what they have done well and how they can improve.
- assessment methods will be appropriate to the subject and the ages and stages of development of pupils but must be appropriate to the purpose of tracking progress.
- assessments will be based on the full range of evidence, including responses in lessons, written work, and formal testing.
- information from assessment will be used to plan future work.
- pupils will be involved in evaluating the effectiveness of assessment methods.
- the results of assessments will be acted on to provide additional support, improve motivation or raise the level of challenge.

- We offer AQA and ASDAN in our Further Education settings and for those with the assessed capability in our other settings.
- GCSE/BTEC- the school will be the lead decision maker and will consider input from the staff, parents, and pupils, while also taking into consideration any appropriate associated documentation. Decisions taken by the school for pupil entry/non-entry for any external accreditations will be based on a range of factors, some of which include pupil attendance, assessed ability, physical health and mental health.
- In relation to the actual marking process, we use the colour coding system as follows:
 - Black Pen only used by Students.
 - Green is for growth,
 - Purple is for correction.
 - Blue for feedback

Keys used:

- GW – Guided work
- VF-Verbal Feedback
- IW – Independent work
- SP – Spell check
- P-Punctuation
- WWW – what went well.
- EBI – even better if

Teaching and Learning Strategies

There is no single, best way to assess progress. Too much assessment can take up excessive time and cause organisational difficulties; too little means teachers and the school do not have an accurate understanding of where pupils are in their learning and where they should go next.

Assessment methods will also vary within different subjects of the curriculum and according to the age and stage of development of pupils. The purpose of this document is to provide a sound framework for consistent assessment and accountability at our school. The effectiveness of assessment arrangements in individual classes and in subjects will be evaluated against how well they meet our guiding principles and contribute to pupils' progress.

Roles and Responsibilities

The governing body:

- ensures the school's policy meets any national requirements.
- holds the senior leadership team (SLT) to account for the consistent application of this policy.
- reviews the policy annually in partnership with the Exec Head.

- manages the budget so that teachers have the resources they need, including for continuing professional development (CPD), to implement this policy effectively.

The SLT:

- sets whole-school progress targets and accepts overall accountability for achieving them.
- works with subject leaders to plan assessment methods and an assessment cycle and ensures this is consistently applied across the school.
- holds subject leaders to account for progress towards subject targets.
- plans and implements a CPD programme to improve teachers' professional expertise in assessment.

Subject leaders:

- set progress targets for cohorts and classes and accept overall accountability for achieving them.
- create a scheme of work that provides learning pathways for knowledge and skills within the subject.
- design and implement detailed assessment procedures appropriate to the subject.
- research best practice on assessment and implement these strategies across the school.
- meet with individual teachers to evaluate the progress of pupils and hold them to account (at a frequency to be determined by the SLT)
- meet with assessment manager and report on progress in the subject (at a frequency to be determined by the SLT).

Teaching and support staff:

- set progress targets for individual pupils and negotiate class targets with subject leaders.
- accept overall accountability for achieving targets.
- plan well-structured lessons with challenging and appropriate learning objectives.
- use relevant assessment methods to monitor progress and plan subsequent lessons.
- give pupils regular feedback, both orally and through accurate and constructive marking, and engage pupils in responding to the feedback.
- develop professional expertise in assessment.

Success Criteria

The long-term success criteria are that on leaving school:

- all pupils will have made good progress from their different starting points.
- attainment and progress in the school will be consistently above national floor standards and coasting definition.

The medium-term success criteria are that at defined assessment points within the cycle:

- there is a clear and accurate understanding of the progress of individual pupils and groups.
- in response, subjects and teachers implement additional support and/or challenge for the next period within the cycle.

The ongoing success criteria are that on a day-to-day basis:

- pupils have a clear understanding of their progress and what they need to do to improve.
- pupils see the relevance of learning objectives and are actively involved and engaged.

Monitoring and Evaluation

Monitoring and evaluation take the form of:

- scrutiny of planning and pupils' work
- classroom observation
- checking progress records as determined by the SLT.
- formal and informal discussions with pupils
- analysis of data.

Effective Date: 15 July 2022

Reviewed Date: 15 July 2023

Next Review Date: 15 July 2024