



Assessment Policy

Introduction

At Ocean Lodge Independent School we believe that assessment is a vital part of the learning process. Assessment is a diagnostic, formative and summative process. Pupils should also be encouraged to self-assess and peer-assess.

Assessment provides a snapshot of a pupil's attainment and provides information to help the teacher plan the next stage of an individual's or group's progress. It shows students how they have progressed and what they need to do to progress further. It helps Ocean Lodge Independent School to demonstrate to its clients the quality of its provision and it helps teachers demonstrate to their leaders the quality of the teaching and learning in their lessons.

Policy Aims

- To establish an agreed, consistent framework within which the school and individual teachers and LSAs can continue the systematic development of formative and summative assessment
- To encourage positive achievement and personalised learning for pupils
- To ensure all staff are assessing and monitoring work on a regular and accurate basis to inform their planning and teaching.
- To stimulate dialogue between all involved in the pupil's education, in particular school staff, local authority staff, pupils and their parents/carers
- To be able to track pupil progress, benchmark against prior data and act upon findings
- To raise standards of attainment for all pupils admitted to Ocean Lodge Independent School and to improve their achievement whilst at the school

Key Points

- The school needs to be able to demonstrate the pupil's progress whilst with them. The school will establish the pupil's attainment on entry **within a month** of the pupil being admitted to the school.
- The company has purchased various assessment materials for this purpose but there will also be tests to ascertain their reading, comprehension and spelling ages measured against their chronological ages. There will also be written Maths, English and Science assessments that will establish a pupil's

Assessment policy

national curriculum levels. These results will give staff a baseline assessment which will be used to determine the pupil's academic targets while in the school and will be shared with all who need to know, school staff/local authority staff, pupil and their parents/carers.

- The school will use online BKSB2 diagnostic tool to assess students' functional skills levels in English and maths and use this to inform planning.
- The school will assess pupils regularly in the core subjects and in other curriculum areas they might be taking. The expectation is that pupils will be assessed in the core subjects each half term and all subjects at the end of each term. Assessment opportunities should be calendared and adhered to by teaching staff. The deadlines will dictate when assessments should be completed and fresh data should be available to go on the pupil progress tracking sheets.
- When pupils are taking GCSEs or Functional Skills, National Curriculum levels will be replaced by GCSE or Functional Skill grades. Where marks such as 9/20 are given these should be converted into a NC/GCSE level. They may also be taking a BTEC, ASDAN, NVQ or similar qualification which will be graded using entry levels or levels 1-2.
- Evidence of monitoring and assessment of pupil's work should be very clear. To help provide evidence, staff will be provided with comment stickers. They should always give steps to improve. Suggested comments include:
 - "Verbal feedback provided" (pupils must respond/comment on verbal feedback in writing)
 - "Well done, you have improved your use of punctuation, especially full stops. Now please think about using question marks accurately".
- Effort grades should not be used as these are purely subjective and perceived effort can be rewarded in other ways through point scores or by additional comments either on the work or verbally.
- Pupils should be made aware of the assessment criteria. Assessment should link with the learning objective.
- Teaching staff will record levels/grades on the schools' data recording spreadsheet. They will keep a copy for their own records and in case of a loss of data centrally.

Assessment policy

- Following the assessments, discussion involving teaching staff and the pupil will take place to inform the pupil of the level they are working at and what they need to do to improve their work to the next level/grade. Use the “I Can” sheets for this.
- Teachers’ planning will take account of the outcomes of the assessments and will show teaching that meets the particular needs of each of the pupils
- Teachers’ reports will include evidence of the level/grade the pupil is operating at, the progress they have made and what they need to do to move to the next level/grade.

Assessment of learning will:

- Provide a summary judgement about what a pupil can do/has learned at a specific point in time
- Establish a database against which the pupil’s and the school’s performance can be judged against national benchmarks
- Show what pupils can do without support
- Inform the target setting process
- Promote subsequent intervention
- Promote success for all
- Enable continuous reflection on what pupils know now and what they need to know next (feedback)
- Raise standards

Responsibilities

The teacher will:

- Identify gaps in the pupil’s skills, knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
- Implement intervention strategies to aid progress (narrowing the gap with their peers nationally)
- Mark and measure accurately against grades and levels

Assessment policy

- Provide continuous oral and written feedback which identifies strengths and the next step(s) for improvement
- Promote pupil involvement in self-assessment
- Act on insights gained to inform curricular targets
- Adjust schemes of work and plans as a result of assessed work
- Make objectives explicit to pupils
- Promote inclusion by tending to the learning needs of all pupils, particularly for those who are at risk of underachievement
- Engage pupils in open ended questioning with processing time

The pupil will:

- Be able to gauge their own performance in comparison to others and against their own prior attainment
- Know what standards and expectations are required of them
- Know what to do to improve
- Gain confidence, motivation and self-esteem as a learner
- Improve own self-evaluation skills
- Make progress

Assessment for Learning

Assessment is an integral part of the learning process and as such many of the strands of AfL will be present in an on-going and continuous process. Pupils and staff will be supported through the following strategies:

- Assessment criteria/level ladders must be available to pupils (wall display)
- Model answers must be available to pupils (wall display)
- Learning objective(s) should be clearly displayed, on whiteboard, in all lessons

Good assessment practice will:

- Enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- Promote the self-esteem of pupils through a shared understanding of the learning processes and the routes to improvement

Assessment policy



- Enable the teacher to adjust teaching to take account of assessment information and to focus on how each individual pupil learns
- Provide information which can be used by teachers as they plan for individual pupils

Success Criteria

- Formative and summative assessment integrated into subject schemes of work
- All pupils have an awareness and understanding of assessment criteria and the process
- Pupils and staff feel confident in the accuracy of the assessments and the integrity of the process of setting targets for continued progress
- Staff accurately assessing and monitoring pupil's work on a regular and basis
- Raised standards of attainment for all pupils and improved achievement over the period of time the pupil is in Ocean Lodge Independent School.

Pupil Progress Chart

Ocean Lodge Independent School has produced a pupil progress chart and this chart will be used in the target setting and evaluation of pupil progress.

End of Year 'Average' Expectations			
Year	Below Average	Average	Above Average
3	1c, 1b,1a, 2c,2b	2a, 3c	3b,3a, 4c
4	1a, 2c,2b,2a,.3c	3b,3a	4c,4b,4a
5	2c,2b,2a, 3c,3b	3a, 4c	4b,4a,5c
6	2b,2a,3c,3b,3a	4c,4b	4a,5c,5b,
7	2a,3c,3b,3a,4c	4b,4a	5c,5b,5a
8	3c,3b,3a,4c,4b	4a,5c	5b,5a,6c
9	3b,3a,4c,4b,4a	5c,5b	5a,6c,6b

Expected NC Progress Per Year			
Key Stage	SEN	Average	Above Average
2	2 sub levels	3	3.5
3	2 sub levels	4	4.5

KS4 Progress Chart	
KS3 SATs results	Forecast GCSE
2	F
3	E
4	D
5	C
6	B
7	A

GCSE Grade	GCSE Points	GCSE Short Course Points
A*	8	4
A	7	3.5
B	6	3
C	5	2.5
D	4	2
E	3	1.5
F	2	1
G	1	0.5
U, X	0	0

P Levels/National Curriculum Levels/Points equivalent																		
Levels	P4	P4	P5	P6	P7	P8	1c	1c	1b	1b	1a	1a	2c	2c	2b	2b	2a	2a
Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Equiv.																		

Assessment policy



Levels	3c	3c	3b	3b	3a	3a	4c	4c	4b	4b	4a	4a	5c	5c	5b	5b	5a	5a
Points equiv.	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

Levels	6c	6c	6b	6b	6a	6a	7c	7c	7b	7b	7a	7a
Points equiv.	37	38	39	40	41	42	43	44	45	46	47	48

To be read in-conjunction with:

- Marking Policy
- Teaching and Learning Policy
- Curriculum

Proprietor signature.....*S. Potta*

Date: 01/04/17