Bromley Beacon Academy

Assessment Policy

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Assessment Policy - BBAB

Contents

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

- Clearly set out how and when assessment practice will be monitored and evaluated

2. BBAB's principles of assessment

The principles of this assessment policy apply to all pupils that attend BBAB.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' 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, SEMH, literacy and numeracy. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

We share the belief that consistent use of assessment for learning should:

- Enable students to demonstrate what they know, understand and can do using the core components of our Assessment Model – Beginning, Developing, Secure
- Be used to making students' aware of the level at which they are working
- Ensure students are aware of the learning outcomes and success criteria to support their means of achieving success
- Give students positive reinforcement that celebrates their achievements
- Provide useful information that enables teachers to plan differentiated work that addresses the learning needs of each student
- Involve students and teachers in recognising what needs to be done to improve their work based on 'I Can Statements' that frame our assessment model
- Inform the target setting process by identifying areas that will support the progress of individuals and groups
- Be used to provide information for parents during consultations and inform them how they can support their child's learning at home
- Provide information to inform whole school evaluation and strategic planning

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3. Assessment approaches

At BBAB, we see assessment as an integral part of teaching and learning, and it is inextricably linked to 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.

Flight Paths (see table on last page)
The flight path set for each student is to ensure that he/she

- is making good progress towards meeting or exceeding the expected attainment for their age, as set out in the BBA's curriculum and assessment policies

- is set challenging goals, given their starting points, and are making good progress towards meeting or exceeding these

- is gaining and consolidating knowledge, understanding and skills

- deepens his/her knowledge, understanding and skills, rather than simply undertaking more work of the same difficulty or going on to study different content.

The flight path was designed to reflect each student's cognitive ability and attainment at KS2 and their respective SEN. Each student's path will be reviewed annually to ensure that students achieve their best potential leading to no NEET.

Scaled Score

All students will be baseline assessed in both literacy and numeracy at the beginning of each year. This will be reported using scaled score.

The scaled score will be used in determining the expected progress for each student for the academic year.

Formative assessment

Students would be assessed on each 'I Can statement' and RAG rated throughout the year. The expectation would be as follows to show progress;

- Students with scaled score below 84, considered low cognitive ability, would be expected to make at least 65% progress of GREEN rating for all 'I can statement' attempted or done i.e. 4 steps of Pupil Asset Value added from starting points each year.
- Students with scaled score between 85 and 99 would be expected to make at least 75% progress of GREEN rating for all 'I can statement' attempted or done i.e. 5 steps of Pupil Asset Value added from starting points each year.
- Students with scaled score of 100 or more would be expected to make at least 85% progress of GREEN rating for all 'I can statement' attempted or done i.e. 6 steps of Pupil Asset Value added from starting points each year.

These would ensure students make expected progress in line with others, thereby diminishing the difference between groups e.g. PP and Non PP

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There will be 6 assessment data collection, analysis and review points in each academic year. It is expected that; each curriculum would conduct at least 3 main summative assessments per year i.e. end of term assessments.

4. Forms of assessment

We recognise the importance of formative, summative and diagnostic assessment and plan opportunities for all three to take place.

Formative assessment involves both student and teacher celebrating successes that have been achieved as well as identifying areas for development so that next steps can be carefully planned to meet individual learning needs. When formative assessment, or assessment for learning, is embedded in our daily classroom practice, it provides information that can be used to inform planning for teaching and learning that is well matched to students' needs. This will give individual students the opportunity to make good progress and achieve their potential.

Assessment for learning involves sharing learning goals, effective questioning and use of oral and written feedback. For further details about Assessment for Learning (AFL) see below.

Summative assessment involves making a judgement of a students' attainment at a point in time in order to assess their performance in terms of a particular standard.

Students are assessed formally once per term. A variety of assessment tools are used to ascertain skills and knowledge competences. Moderation exemplars are used throughout the school to level samples of work and are overseen by members of the SLT as well as the school working with Schools Learning Partnership – a collective of special schools who come together four times per year to validate assessment, feedback and marking of pupil work. Teachers discuss students' assessments with parents on a termly basis. Teachers also have Student performance meetings with the SLT called Progress Meetings after each cycle of assessments to ensure gaps are identified early and intervention is immediate to support all learners achieve expected in year progress.

Literacy/numeracy assessment to identify students who are not meeting age related expectations. The assessments identify a student's learning strengths and difficulties so that the appropriate help and guidance can be provided. This may be in the form of additional interventions. This is organised and led by the school's literacy/numeracy coordinator and may involve consultation with agencies working in partnership with the school to support individual student. This often informs the process of setting individual targets for students. The literacy/numeracy coordinator is responsible for planning and implementing intervention programs to meet the needs of student that require additional support.

SEMH Assessment
Please see separate SEMH tracking policy for each site

All staff to use the following Statements to judge formative progress
. **Beginning - Red**
New learning - the student has been introduced to the skill however they cannot grasp the concept at this time or the student is at a pre learning state and not accessing the skill or curriculum at present.
. **Developing - Amber**
The student is starting to develop their understanding of the concept and is starting to use the skill in their work. This may not be done independently.

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. Secure - Green

The student is able to use the skill independently and accurately overtime.

5. Collecting and using data

Data collection will take place via the Pupil Asset system termly. The data drops take place:

- October – Baseline assessment

- December – data drop one

- April – data drop two

- July – data drop three

This data will formulate the overall analyses of progress of the whole school. Curriculum leaders and PP are required to complete the Progress Review document to identify gaps, indicate interventions that have taken place and the impact of the interventions. Curriculum leaders at then required to attend a progress review meeting to discuss the data and to update the action plan with step to move forward.

Teachers should keep their own record of assessment using the PLCs that link directly to the I Can statements. The PLCs will be updated weekly and discussed with students to ensure that they know where they are at in their learning and what the next steps for them are.

6. Reporting to parents/carers

Academic Review Days and report writing take place termly. All staff are required to contribute to the report writing process to ensure that the information that is being communicated with parents/carers is robust, accurate and valid.

Reports should include the following information:

- Baseline grade/level

- Current grade/level

- Target grade/level

- Pupil passport targets

- Attendance

- Summary comments regarding pupil progress as well as SEMH progress

Academic Review days require all staff to meet with parents/carers to discuss key successes and areas for development. During this meeting, Pupil Passport targets from the student's EHCP will be discussed and new SMART targets set where appropriate.

In addition to the three ARDs, staff maybe required to provide up to date report on student progress for other reporting purpose for example, annual reviews.

Staff are to grade each student in their respective subject using the criteria in table 1 below.

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KS3 Assessment Process

1. •'I can' statements to be selected based on scheme of work, needs of students and against year framework student is working at.

2. •Each subject will have half termly 'I can' statements in student friendly wording to students. These should be stuck into each student's exercise book and tracked.

3. •Continuous formative assessment against 'I can' statements using R.A.G. statements to judge student progress (see below for descriptors).

4. •Summative assessment to be carried out termly using student/age appropriate tools including PIXL tests matched to 'I can' statements.

5. •Both formative and summative assessment to be used to confirm judgement of student progress against R.A.G. statements.

6. •Where appropriate students to be involved in confirming RAG stickers linked to 'I can' statements. Students to be asked to show where they have met each individual target. These to be placed in chart on the front of exercise books as part of D.I.T. at least every two weeks .

7. •Teachers to take part in both on and off site moderation e.g. SLP or Trust Strategy Groups as instructed.

8. •RAG data to be entered into Pupil Asset every weekly/as requested. Summative data to be based on RAG weighted percentage and summative assessment.

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KS4 Assessment Process

1 • 'I can' statements to be selected based on scheme of work, needs of students and against year framework student is working at.

2 • Each subject will have half termly 'I can' statements in student friendly wording to students. These should be stuck into each student's exercise book and tracked.

3 • Continuous formative assessment against 'I can' statements using R.A.G. statements to judge student progress (see below for descriptors).

4 • Summative assessment to be carried out termly using mock exam papers and/or coursework projects as prescribed by the examination board's specification.

5 • Summative assessment to be used to confirm judgement of student progress against R.A.G. statements.

6 • Where appropriate students to be involved in confirming RAG stickers linked to 'I can' statements. Students to be asked to show where they have met each individual target. These to be placed in chart on the front of exercise books as part of D.I.T. at least every two weeks .

7 • Teachers to take part in both on and off site moderation e.g. SLP and Trust Strategy Group as instructed.

8 • RAG data to be entered into Pupil Asset every weekly/as requested. Summative data to be based on RAG weighted percentage and summative assessment. .

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Table 1 – Grade Criteria for all Years (BBAB 0nly)

IGCSE English *	BBAB Maths * NEW	BBAB Art	BBAB Construction	BBAB Motor Bikes Mechanics	GCSE/BTEC PE NEW	BBAB Food Studies	BBAB Music Technology New	BBAB LIBF (Life Programme)	BBAB ECDL (For all levels)
G-	1-	ELC3 Beg	ELC3 Beg	ELC3 Beg	ELC3 Beg	ELC3 Beg	ELC3 Beg	ELC3 Beg	ELC3 Beg
G	1	ELC3 Beg+	ELC3 Beg+	ELC3 Beg+	ELC3 Beg+	ELC3 Beg+	ELC3 Beg+	ELC3 Beg+	ELC3 Beg+
G+	1+	ELC3 Dev	ELC3 Dev	ELC3 Dev	ELC3 Dev	ELC3 Dev	ELC3 Dev	ELC3 Dev	ELC3 Dev
F-	2-	ELC3 Dev+	ELC3 Dev+	ELC3 Dev+	ELC3 Dev+	ELC3 Dev+	ELC3 Dev+	ELC3 Dev+	ELC3 Dev+
F	2	ELC3 Sec	ELC3 Sec	ELC3 Sec	ELC3 Sec	ELC3 Sec	ELC3 Sec	ELC3 Sec	ELC3 Sec
F+	2+	ELC3 Pass	ELC3 Pass	ELC3 Pass	ELC3 Pass	ELC3 Pass	ELC3 Pass	ELC3 Pass	ELC3 Pass
E-	3-	L1C Beg	L1C Beg	L1C Beg	L1C Beg	L1C Beg	L1C Beg	L1C Beg	L1C Beg
E	3	L1C Beg+	L1C Beg+	L1C Beg+	L1C Beg+	L1C Beg+	L1C Beg+	L1C Beg+	L1C Beg+
E+	3+	L1C Dev	L1C Dev	L1C Dev	L1C Dev	L1C Dev	L1C Dev	L1C Dev	L1C Dev
D-	4-	L1C Dev+	L1C Dev+	L1C Dev+	L1C Dev+	L1C Dev+	L1C Dev+	L1C Dev+	L1C Dev+
D	4	L1C Sec	L1C Sec	L1C Sec	L1C Sec	L1C Sec	L1C Sec	L1C Sec	L1C Sec
D+	4+	L1C Pass	L1C Pass	L1C Pass	L1C Pass	L1C Pass	L1C Pass	L1C Pass	L1C Pass
C-	5-	L2 Beg	L1D Beg	L2 Beg	L2 Beg	L2 Beg	L2 Beg	L2 Beg	L2 Beg
C	5	L2 Beg+	L1D Deg+	L2 Beg+	L2 Beg+	L2 Beg+	L2 Beg+	L2 Beg+	L2 Beg+
C+	5+	L2 Dev	L1D Dev	L2 Dev	L2 Dev	L2 Dev	L2 Dev	L2 Dev	L2 Dev
B-	6-	L2 Dev+	L1D Dev+	L2 Dev+	L2 Dev+	L2 Dev+	L2 Dev+	L2 Dev+	L2 Dev+
B	6	L2 Sec	L1D Sec	L2 Sec	L2 Sec	L2 Sec	L2 Sec	L2 Sec	L2 Sec
B+	6+	L2 Pass	L1D Pass	L2 Pass	L2 Pass	L2 Pass	L2 Pass	L2 Pass	L2 Pass
A-	7-		L2 Beg	L3Beg		L2D Beg			L3Beg
A	7		L2 Beg+	L3 Beg+		L2D Beg+			L3 Beg+
A+	7+		L2 Dev	L3 Dev		L2D Dev			L3 Dev
A*-	8-		L2 Dev+	L3 Dev+		L2D Dev+			L3 Dev+

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A*	8		L2 Sec	L3 Sec		L2D Sec			L3 Sec
	8+		L2 Pass	L3 Pass		L2D Pass			L3 Pass
	9-								
	9								
	9+								

*For maths and English, the normal six steps of progress are equivalent to 3 steps to allow for the GCSE grades.

Table 2 - Flight Paths from baseline assessment scaled scores on Literacy (Reading Comprehension).

End of Y6		End Y7		End Y8		End KS3 target		Predicted outcome			
NC Year Exp	Scaled Score	NC Year Exp	Scaled Score	NC Year Exp	Scaled Score	NC Year Exp	Scaled Score	End Y9 E1-L2	End Y10 E1-L2	End Y11 E1-L2	End Y11 GCSE grade
						Yr 3	65	Entry 2		Entry 3	F/1
		Yr 2		Yr 2			75	Entry 2	Entry 3	Entry +	F/2
			60		70		80	Entry 3		Level 1	E/2
Yr 1		Yr 3	65		75	Yr 4	85	Entry 3		Level 1	E/2
Yr 2	60		70	Year 4	80		90	Entry 3		Level 1	E/3
	65		75		85		95	Entry 3	Level 1	Level 2	D/3
Yr 3	70	Yr 4	80		90	Yr 5	100	Entry 3	Level 1	Level 2	D/3
	75		85	Year 5	95		105	Entry 3	Level 1	Level 2	D/4
Yr 4	80		90		100		110	Level 1	Level 2	Level 2+	C/4
	85	Yr 5	95		105	Yr 6	115+	Level 1	Level 2	Level 2+	C/4
	90		100		110		115+	Level 1	Level 2	Level 2+	C/5
	95		105	Year 6	115+		115+	Level 2	Level 2	Level 2+	B/5
Yr 5	100	Yr 6	110		115+		115+	Level 2	Level 2	Level 2+	B/6
	105+	Yr 6	115+		115+	Yr 7	115+	Level 2	Level 2	Level 2+	B/6+