

The Pioneers
A C A D E M Y



THE PIONEERS ACADEMY
SECONDARY SCHOOL
PUPIL ASSESSMENT POLICY

Introduction

This policy is for the specific purpose of the Secondary School. We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the head teacher with information that allows him to make judgments about the effectiveness of the school.

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. We believe our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning;
- recognise the achievements of pupils;
- guide future planning, teaching and curriculum development;
- inform parents and the wider community of pupil achievement;
- provide information to ensure continuity when the pupil changes school or year group comply with statutory requirements.

METHODOLOGY

Target setting

Pupils are assessed in English and Maths on application to The Pioneers Academy as an essential requirement for admission to school. This gives an indicator of potential. Cognitive ability tests (CAT), which give indicators of potential achievement based on comparable national results, are completed on entry. Information on prior attainment, is also collated as available, and used to inform target setting.

All pupils will be set a target level/grade, in relation to their individual prior attainment, for all courses they study. At KS3 targets are set using the CAT and KS2 results, and for English and Maths the school entrance exam results. In English, Maths and Science, pupils will be tested within the first few weeks of entry to Year 7, providing a further benchmark against which accurate targets can be set.

Feedback

Every pupil should gain feedback from a range of formal and informal assessments. Feedback to pupils will be both verbal and written. It will be constructive, positive and honest, and largely formative in nature i.e. informing the pupil what needs to be done in order to progress.

Assessment and feedback should motivate **all** pupils to want to continually progress. Feedback to pupils must distinguish between 'effort' and 'attainment'. Teachers must be clear about their expectations of pupils and the criteria used in assessing their work. Pupils must be made aware of these criteria and feedback provided should relate clearly to them.

Teacher assessment can take various forms:

- spontaneous verbal feedback in lessons;
- marking of assignments/homework;
- internal moderation at KS3 in English, Maths and Science for standardisation of work level;
- tests/exams;
- pupil/teacher dialogue.

Pupils should be encouraged to participate actively in the assessment process through considered self-evaluation and reflection on their work. For example:

- self-evaluation
- self-marking
- peer assessment
- setting and/or reviewing assessment criteria
- target setting

Grading

In line with the new grading for GCSE (9-1), The Pioneers Academy will use the 9-1 grading for KS3.

Assessment will take place at the end of every half term – 6 in total for the year.

Each assessment will be graded using the 9-1 scale but will be reported using the following three strands:

- **Developing (1-3)** – Working below the expected national average level
- **Secure (4-6)** – Working at the expected national average level
- **Mastery (7-9)** – Working at an exceptional level above the national average.

Each year group has a prefix added to each grade for ease of understanding for both students and staff. For example:

Year 7: 7.1 – 7.9

Year 8: 8.1 – 8.9

Year 9: 9.1 – 9.9

Recording

Data relating to formal assessment will be recorded by the teacher to inform teaching strategies for individual or groups of pupils. It will also inform discussion between staff at departmental meetings and with line managers.

Departments should develop and update portfolios of pupil work providing examples across the range of attainment for the purpose of standardising assessments, resulting in a shared understanding of the standard of work required to meet each assessment level/grade and consistency within departments.

Assessment data is recorded not only to inform the feedback given to pupils and staff but also to provide information on how the school as a whole is progressing. It should be used in the following ways:

- Subject staff to reflect on the progress of different groups
- HODs to analyse and reflect with their departments on the achievement of different groups and individual pupils in relation to targets set.
- The Curriculum Coordinator, reporting to the SLT, will analyse recorded assessment data as part of the school's monitoring and evaluation process.
- Senior management to draw conclusions from data analysis about the progress of the school in general and on specific areas for development.

Reporting

Pupil progress is reported in writing to parents every term in accordance with the following structure

December End of Term Report

April End of Term Progress Report

July Formal exam results and End of Year Full Report

In addition, Parent Consultation Evenings form an integral part of the reporting cycle. These are held once every term, with an additional meeting for parents of pupils causing concern.

Full reports include a pastoral overview from Form Tutors. The distribution of these is planned to balance the workload of staff.

Review

This policy will be reviewed annually to assess its effectiveness and update it as necessary.

This policy was reviewed by members of the SLT and trustees of the school.

Next review date: September 2018