



# Pupil Assessment Procedure

A handwritten signature in black ink, appearing to read 'Parneet Kang', written over a horizontal line.

Parneet Kang  
Principal

A handwritten signature in black ink, appearing to read 'William Holland', written over a horizontal line.

William Holland  
Chair of Trustees

REVIWED: 1<sup>st</sup> September 2022 - Parneet Kang

We believe that assessment is an integral and essential part of the teaching and learning process.

It should encourage students to reflect, enquire and persevere, as they strive to be successful learners.

Assessment is a tool for teachers and teaching assistants, to help them plan further learning experiences and is a resource to help students become more responsible for their own learning. The purpose of assessment is to ensure that individuals have learned the concepts taught and have followed a well planned and sequenced curriculum. Assessment will identify what students know, understand and can do and gaps in students' learning so that they can be remedied quickly. Assessment will help gauge students' progress and whether they have achieved the end points identified in schemes of work or not. It will also provide information on students' academic and personal development to inform future teaching and learning. Good quality feedback both oral and written, will enable individuals to understand what is working well and what must be improved in their learning.

Sharing assessment information with other alternative providers enables the partnership between different providers to focus on supporting individuals with specific aspects of their learning, identifying where they are less confident and require further support as well as broadening their understanding in areas of strength.

Assessment is a continuous process which occurs during every lesson of every day. From assessing students' progress across the curriculum the school can provide parents/carers with termly progress reports and an end of year report.

Methods used to assess learning include: teacher feedback (such as marking, or verbal communication within lessons), self and peer assessment opportunities, and specific assessment tasks such as end of unit tests and mock examinations. Core subjects are tracked via a 'data harvest' where termly assessment results and progress. (appendix 1)

We assess students' progress across the curriculum, by using a range of formative and summative assessments in order to track progress. Progress is checked to ensure the termly end points are achieved. Staff will know what proportion have reached their end points and those who have not.

Given the nature of the students, some students poor attendance and part-time attendance, will show that a student will not meet the end points although they have made progress.

Staff will be checking that pupils can do more, know more and remember more. They will check that students are acquiring knowledge, skills and understanding in all subjects taught in order that they are ready for the next steps in learning.

**BKSB Assessment Tool** – Each new student completes assessments on their first day. This is completed through the learning tool called BKSB. Assessments are completed in the following areas;

Key Stage 3:

- English Functional Skills Levels 1, 2, 3
- Maths Functional Skills Levels 1, 2, 3

Key Stage 4:

- English;
  - i. Reading
  - ii. Writing
- Maths;
  - i. Number
  - ii. Geometry and Measure
  - iii. Ratio and Proportion
  - iv. Algebra
  - v. Probability and Statistics

Results from these assessments are used for baseline working groups. Review of assessments are completed on a 6-week basis to monitor progress, identify learning gaps and support students in progressing within specific subject areas.

### **Self-assessment**

Student self-assessment involves individuals evaluating their own work and learning progress. Self-assessment is a valuable learning tool as well as part of an assessment process. Through self-assessment, students can:

- identify their own skill gaps, where their knowledge is weak and where it is strong
- see where to focus their attention in learning
- set realistic goals
- revise their work
- track their own progress.

This process helps students stay involved and motivated and encourages self-reflection and responsibility for their learning.

This can be done in through the following methods;

- Assessment Trackers within exercise books
- Reflective questioning
- Traffic Light System
- Peer Marking
- Bulleting 3 things that have been done well
- Mind Maps
- End of topic assessments

Progress and achievement is formally reported to home schools, through termly progress reports.

Students will be expected to undertake assessment each term in all subjects and there will be formal examinations at the end of each academic year.

Appendix 1

Starting points					
Start Date	ENGLISH KS2 Result	Maths KS2 Result	ENGLISH BASELINE	Maths BASELINE	Starting % Attendance

FS Eng % of units complete	E1	E2	E3	L1	L2	FS Maths % of units complete	E1	E2	E3	L1	L2	FS IT % of units complete	E1	E2	E3	L1	L2	GCSEs progress from	Eng	Maths	Sci
----------------------------	----	----	----	----	----	------------------------------	----	----	----	----	----	---------------------------	----	----	----	----	----	---------------------	-----	-------	-----