

Assessment Policy

Dudley Port School



Reviewed by:	Headteacher	Date: September 2024
Approved by:	MD Education Services	Date: September 2024
Next review due by:	September 2025	
Policy ref:	OPED 2	
Version:	2	

Assessment Policy

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Section 1- Introduction, Purpose, Aims and Rationale

Introduction

At Dudley Port School, we believe that education is more than just academic achievement—it is about **preparing students for adulthood** by equipping them with the skills, knowledge, and resilience they need to thrive in the future. Our assessment policy plays a crucial role in this mission by fostering a growth mindset, encouraging self-reflection, and promoting independent learning. Through a structured approach to assessment, we help students understand their strengths, set meaningful goals, and develop the problem-solving and critical thinking skills necessary for success in further education, employment, and life beyond school. By embedding assessment as a tool for continuous improvement, we ensure that every student is supported in reaching their full potential and becoming confident, capable adults.

The purpose of Assessment

The purpose of assessment is to raise standards in student performance rather than a measurement tool. The primary function of assessment is to move students on in their learning.

We recognise that students

- have different cultural experiences, expectations and needs;
- perform differently according to the context of learning; and
- need to be informed of their achievements and areas for improvement in the learning process.

This framework (and the Curriculum Policy) reflects the requirements of the students.

The aims of the Assessment Policy are:

- to provide clear guidance on our approach to assessment, recording, monitoring, reporting and target-setting;
- to provide a coherent approach to assessment, recording, monitoring, reporting and target-setting;
- to monitor, record and build on students' progress;
- to promote opportunities for students to reflect on their work, the feedback provided and to take responsibility for setting their own targets;

- to promote a positive self-image and growth mind-set for students and to encourage students to value and take pride in their work; and
- to celebrate and reward students' achievements and progress.

Rationale

- Assessment is everyone's responsibility.
- Assessment should inform planning, delivery of lessons, learning and progress.
- Assessment should be manageable and purposeful.
- Assessment must provide understandable information to everyone (staff, students, parents/guardians/carers).
- Assessment must provide information on strengths and areas needing development.
- Assessment must compare achievement and progress against prior attainment between students and groups of students.
- Assessment must be used as a tool for evaluation of teaching strategies in terms of what does and does not work.
- Assessment must be positive and provide motivation and the path to future success.
- Assessment must involve students and should include them reflecting on their own work and the work of others.
- Assessment must be provided in a timely fashion.

Assessment needs to:

- be manageable and useful;
- be a reliable source of information;
- be positive and support success;
- be clear to students, parents and staff;
- be an essential part of teaching and learning; and
- be in line with the National Curriculum requirements.

The purpose of assessment:

Assessment is used in many ways for different purposes.

Formative assessment:

Recording what has been achieved, next steps, setting achievable goals to allow students to reach their targets.

Summative:

Recording a student's overall achievement through mid-term examinations, mock and actual assessments and other means of assessment/testing.

Diagnostic:

Identifying individual student's strengths, areas for development and providing support to develop.

Informative:

Providing reports to parents/agencies/carers and other relevant people.

Evaluative:

The use of relevant information to evaluate the effectiveness of the school's curriculum and the effectiveness of teaching styles/strategies/interventions.

Section 2: Our Assessment Framework

Our Assessment Framework

- We will establish the student's attainment on entry within half a term of the student attending the school.
- Initial assessments include the PTE (English), PTM (Maths) and NGRT (Reading) Assessments
- We use teacher assessment to track other subjects half termly. These are linked to the , the schemes of work being studied for by the students.
- Reading ages will be assessed every term through the NGRT assessment
- Progress in English and Mathematics will be assessed via online, standardised assessments (PTE and PTM) at the beginning and end of each academic year.

Section 3: Our Practise and Target Settings

Use of assessment in lessons

There are several expected processes to inform planning and teaching to improve student's progress:

- Diverse assessment formats are used including practical work, student presentations, coursework, written tasks, group and paired work, and informal methods such as question and answer strategies.
- Targets are available to students in lessons in the form of Functional Skill levels or GCSE grades.
- There is a termly review of progress against targets of all students in all subjects by subject teachers and teaching assistants.
- Termly reviews will inform senior leaders to analyse the data and provide interventions if required.
- Records of all assessments are kept within the school data tracker.

- End of unit/module testing are used as a strategy to gather summative assessments that will inform learning, progress, gaps in learning and promote discussion of interventions to close gaps/keep students on target.
- Lessons should provide opportunities for self/peer-assessment to enable students to review the extent to which they have met the learning objectives.
- Students must have access to level/grade descriptors to assist their learning.
- Verbal feedback involving discussion of targets, objectives met, knowledge gained, what went well, specific praise, next steps and establishing the marking code for effort and level of independent working.
- Marking and feedback must be:
 - clear and purposeful;
 - provide a positive comment about the learning;
 - provide a comment on how to improve or provide next steps; and
 - undertaken frequently to ensure students continually make progress and act upon feedback.

Formal assessments:

Data collected includes:

- Key stage 1, 2 and 3 results where available;
- unit/module tests;
- mock examinations;
- Diagnostic tests;
- annual external examinations or portfolio submission (GCSE, Entry Level, Functional Skills, BTEC and OCN);
- Pupil attitude to self and school (PASS)
- reading ages (NGRT)
- GL assessments
 - PTE (English)
 - PTM (Maths)
- 7 C's Curriculum assessments

The above data is used to inform progress.

Target setting:

Target setting is a key component for continued progress. Targets set in collaboration with students should be realistic, achievable and ambitious. Targets and progress made towards targets are discussed termly unless there is cause for concern in which case such discussions will occur more frequently. Targets set should be SMART. Parents/carers receive information about their child's progress towards targets regularly throughout the academic year, via three reports sent out and a parent consultation meeting on a termly basis.

Section 4 – Responsibilities and duties

The leadership group will:

- review the framework termly;
- support and monitor all staff in the implementation of assessment, recording, and reporting practices;
- ensure there is a robust strategy for the management of performance data;
- monitor student's progress towards targets in all subjects;
- provide staff with training on the various aspects of assessment to improve practice and improve student outcomes; and
- undertake scrutiny of assessment in lessons through quality assurance of teaching and learning, analysis of whole school progress data and marking audit every term providing feedback on current position, strengths and areas for development.

Subject staff:

- ensure they are following the framework for assessment;
- plan assessment opportunities into mid-term plans and regularly evaluate their effectiveness;
- establish subject criteria for assessment and marking;
- monitor the consistency of their own assessment and marking;
- ensure the assessment is systematically recorded and is appropriate;
- use assessment information to inform planning;
- use assessment information to set SMART targets;
- ensure students have a clear understanding of the assessment criteria; and
- regularly assess and mark students' work employing green pen, specific praise, what went well and a step to improve;
- motivate students through encouragement and positive comments;
- provide prompt feedback to students (marking and feedback should be completed within one week);
- link marking to targets; and
- provide students with learning journeys to identify the steps required to complete the journey.

Students will:

- frequently reflect on their work and identify what went well and how to improve;
- seek advice on what to do to improve;
- act upon the advice given by their teachers; and
- actively partake in self-assessment and peer-peer assessment when opportunities arise in lessons.

Parents/carers will:

- be involved in regular communication with the school in order to understand the learning needs of their child;

- assist their child in achieving their learning targets;
- attend parent meetings; and read reports sent out.