Assessment Policy

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Olympus Assessment – Aims and Framework

Assessment Policy

Section 1
The purpose of Assessment at Olympus
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
- 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:
- 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
- To celebrate and reward student's achievements and progress

Rationale
- Assessment is the responsibility of everyone
- Assessment should inform planning, delivery of lessons, learning and progress
- Assessment should be manageable and purposeful
- Assessment has to provide understandable information to everyone (staff, students, parents/guardians/carers)
- Assessment has to provide information on strengths and areas needing development
- Assessment has to compare achievement and progress against prior attainment between students and groups of students
- Assessment has to be used as a tool for evaluation of teaching strategies in terms of what does and does not work
- Assessment has to be positive, provide motivation and the path to future success

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- Assessment has to involve students and should include them reflecting on their own work and the work of others
- Assessment has to 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
- Be in line with the National Curriculum requirements

The purpose of assessment:
Assessment is used in many ways for different purposes

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

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

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

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

5. Evaluative:
The use of relevant information to evaluate the effectiveness of the College Curriculum and the effectiveness of teaching styles/strategies/interventions

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Section 2:

Our Assessment Framework

- We will establish the student's attainment on entry **within half a term** of the student attending the school.
- BKSB will be used to assess their levels in functional skills and GCSE in English and Math's, at least termly.
- Where students' attainment is lower than Functional Skills Entry Level 1 in English and/or Math's teacher assessments will be used to inform levels. (This may be replaced with other assessments)
- We use teacher assessment to track other subjects termly. These are linked to the NC year, or the qualification being studied for by the students.
- Hodder Reading tests will be used in the Autumn and Summer term to assess the reading ages of the students and analyse progress.

We engage all our students in the 7 C's strengths-based Framework (Judith Carter). This framework provides us with a portfolio and action plan to collaboratively identify goals and progress throughout the academic year. The portfolio and action plan will directly inform individual classroom plans. The 7C's Framework covers Curriculum, Cognition, Control, Co-ordination, Communication, Creativity, and Compassion.

Section 3:

Practice

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:
  1. Clear and purposeful
  2. Provide a positive comment about the learning
  3. Provide a comment on how to improve or provide next steps
  4. 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
- BKSB initial and Diagnostic Tests
- Annual external examinations or portfolio submission (GCSE, Entry Level, Functional Skills, BTEC and OCN)
- Reading ages

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's 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.

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- 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.
- 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.
- 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.
- 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 to understand the learning needs of their child.
- Assist their child in achieving their learning targets.
- Attend parent meetings.
- Read reports sent out