
ASSESSMENT POLICY

Assessment is viewed as essential and an integral part of effective teaching and learning. The purpose of assessment is to provide information for a range of audiences.



Assessment at PromisedLand Academy will be:

- Positive
- Manageable
- Useful and used
- Consistent

AIMS:

To gather information about the performance of individual students and groups of students so that it can be used to update target setting at a range of levels.

To gather information to assist Supervisors and afternoon teachers to set the next stage of learning.

To provide information to support the school's strategic planning.

To track individual progress.

GUIDELINES:

Assessment will be used in the following ways:

Formative - the information gained "forms" or affects the next learning experience.

Diagnostic - finding out what attitudes, knowledge, understanding or skills that have not yet been acquired, therefore preventing students from making the expected progress.

Evaluative - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on students' achievements.

Cumulative - systematic recording of information which leads towards a summary of where the students have reached at a point in time; this is an essential tool for identifying progress over time.

Effective Assessment in this School is characterised by:

Meaningful and useful information about the students' achievement and progress transferring with the students as they move from

Foundation Stage (Foundation Stage Profile) to Reception (ABCs)

Year 2 to Year 3

Year 6 to Year 7

To analyse students' performance as well as analysis of the achievement and attainment of students:

- With Special Educational Needs
- Most Able students
- With English as a Second Language

Assessment in this School is enhanced by:

- Informed planning
- Students' involvement in self-assessment
- Students involved in peer assessment
- Positive/specific written feedback
- Planned oral feedback
- Parents' involvement
- Monitoring and evaluation by subject coordinators
- Monitoring and evaluation

The Principal will ensure this policy is implemented consistently throughout the school using strategies such as discussion with Supervisors/teachers, students and parents/carers, sampling students' records and reports and sampling Supervisor/teachers' planning.

This policy will be evaluated and reviewed annually. Any implications relating to issues for the school will be considered for inclusion in the school development/improvement plan.

ASSESSMENT – WHO IS IT FOR?

Supervisors/Teachers will know:

- The students starting point
- Whether the class met the expected lesson outcomes
- If all students are making expected progress
- How the students are applying their skills, knowledge and understanding across the curriculum
- Which students need more assistance and in which areas?
- Which students need extension work?
- If the planning for activities, resources and staffing is well targeted?

The Principal, Supervisors, Teachers and Subject Leaders will know:

- If the students are making progress
- If there are any major issues regarding pupils

- Whether the student's progress is in line with the school's targets
- How the school's standards compare to similar schools
- Whether aspects of the curriculum and teaching need to be strengthened

The Parents/Carers will know:

- If their child is making significant progress
- If there are any major issues regarding their child
- How their child is doing compared with others of the same age
- What they can do to assist their child's development

The LEA/Government will know:

- How the school is progressing regarding its targets
- The impact of the school development/improvement plan
- How the school's standards compare to similar schools

RECORD KEEPING

See *Appendix I* for what records are required and when.

FEEDBACK:

The children should receive quality feedback, which allows individuals to make decisions, which will improve their work and allow them to reach their targets.

Feedback will include:

- Written feedback
- Oral feedback
- Peer response/assessment
- Individual target setting

PACE ASSESSMENT

All new students will be given a diagnostic assessment (if they are age 5 and above) to find their learning gaps. A student's academic needs must be diagnosed before proper curriculum can be prescribed. Proper academic diagnosis and prescription is vital to a student's achievement.

Diagnostic testing begins with simple concepts and continues through more advanced thinking. Successful completion of the tests indicates where the student should start on the curriculum.

Each student entering the A.C.E. program is given diagnostic tests to determine skill and concept mastery. The diagnostic tests assist the school in determining the student's academic needs in each subject. After the student completes the diagnostic testing, he is given curriculum that meets and challenges him at his performance level.

Four academic areas are tested: Math Levels 1-9, English Levels 1-8, Reading Levels 1-8 (Science, Social Studies, Bible Reading, and Literature & Creative

Writing), and Spelling Levels 2-9. These tests cover basic skills normally mastered before secondary school.

When weak areas are evident from the testing, the appropriate gap PACEs are prescribed to strengthen specific weaknesses. After completing the gap PACEs, the student will progress to their expected performance level. If the student demonstrates mastery at all levels of testing, s/he has the ability to function at a chronological grade level.

All PACE administrative procedures will be followed to record the student's PACE Test results.

Failed PACEs will be followed by a repeat PACE to ensure mastery of the subject.

Only passed test scores will be recorded on the Supervisors Progress Cards. ICCE procedures will be followed for all PACEs above #1085.

For ICCE, complete credits are averaged then recorded on ICCE record forms.

ASSESSMENT INFORMATION WILL BE USED:

- To analyse records to help clarify patterns of performance over time and responses to specific teaching approaches.
- To review whole school and individual curricular targets so that they can be amended if necessary and yet still be realistic and challenging
- To review and, if necessary, adjust curriculum provision in terms of breadth and balance
- To inform the governing body of the school's standards and improvement through the Principal's report to the governing body.

Policy Last Reviewed on: __July 2020

Policy Due for Review on: __July 2021

APPENDIX I

RECORD-KEEPING:

What records are required and when?

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| Weekly / Fortnightly | The children should receive feedback which is on-going Planning should be evaluated weekly/fortnightly or on completion of a unit of PACE work. |
| Termly | Year 1 to Year 6, assess literacy and numeracy termly. The children should be given a curriculum level and progress should be seen throughout the year. Record sheets should be maintained and stored in a file. Foundation Stage Profile/Baseline Assessment Whole school targets should be addressed in planning The foundation subjects should be assessed on completion of each skills curriculum unit. When a theme contains more than one unit from the same curriculum area, at least one unit should be assessed. Student Progress Reports completed at the end of each term |
| On-going | The core-curriculum and foundation subject coordinators should complete monitoring and assessment of their subjects throughout the year. This would involve: <ul style="list-style-type: none">• Lesson observations• Scrutiny of work• Pupil conferencing• Scrutiny of planning These strategies would provide information which would enable coordinators to move their subject area forward in school. Teacher assessment should be on-going. |
| Yearly | Foundation Stage Profile/ Baseline Assessment Individual target setting/PACE Projections The Progress Report will be completed at the end of the summer term and sent to parents to keep. A copy will be retained by the school |