CHANCES MENTORING

Assessment Policy

Policy Issues and Updates

Pages	***Issue Number***	***Date***
Whole Document – New	1	September 2024
January - Wording to suit school status changed	2	January 2025
Whole Document - review	3	July 2025

This policy has been approved by the SLT and Governors.

The policy will be reviewed annually unless circumstances arise requiring an early review.

Approved: Callum Siddall

Signature:

Planned Review Date: July 2026

Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

Principles of assessment

At Chances Mentoring, assessment data is used intelligently to support learning. All assessment tools used by teachers are designed to identify if the specified knowledge has been learnt, if there are misconceptions or gaps in knowledge which need to be addressed, and what the next phase of learning will be. We assess new and prior knowledge regularly through interleaving tests and content. Teachers assess knowledge in different contexts to ensure students can use their knowledge flexibly and that they have a deep understanding of the concepts and principles which underpin the subject. Assessment data tells us if the knowledge is secure, in long term memory, and can be used confidently by the students. In this way we know students have learnt the curriculum.

The school calendar identifies key assessment points at which attainment and progress is judged and when we report these to parents.

At Chances Mentoring our pedagogy is driven by teachers regularly using techniques to test knowledge through questioning and retrieval practice. Our approach to assessment aims to empower all staff to use their professional skills and judgement to conclude how well the students have learnt the content and hence how well they are making progress.

Assessment approaches

At Chances Mentoring we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum offer.

Assessment may be used in a variety of ways for a variety of purposes. At Chances Mentoring, all assessments should be used formatively to support the student's understanding of their next steps in learning. True assessment, however, is neither wholly formative, nor wholly summative; it is embedded within classroom practice.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment:

Day-to-day formative assessment: led by class teacher

- Question and answer during class
- Marking of, and feedback on, students work
- Retrieval practice - Low stakes testing, closed question quizzes to test knowledge
- Observational assessment. This form of assessment gives an ongoing view of what key concepts, vocabulary and knowledge has been learnt, what misconceptions exist and what needs to be done to close the gaps and make progress.

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

In-school summative assessment: planned and led by teacher
- End of year exams
- Short end of topic or unit tests
- Reviews for students with SEND. This form of assessment is used predominantly to provide evidence to judge whether knowledge has been embedded in long-term memory and therefore whether the student has made progress over time. It should also, however, provide evidence which can be used formatively to guide next steps in learning.

Effective in-school summative assessment enables:
- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

Formal, external summative assessment:
- BKSB assessments in English and Maths.
- GL New Group Reading Tests.
- Strength and Difficulties Questionnaire.
- GL PASS.
- ASDAN.
- End of Key Stage 4 assessments e.g. GCSE, BTEC and Entry Level.

Nationally standardised summative assessment enables:
- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents/carers** to understand how pupils are performing in comparison with pupils nationally

Recording and Reporting Practice

Since students can arrive at Chances Mentoring at any time in their school career it is vital that Chances induction process develops a robust baselining process which provides an accurate picture of what a student knows and can do, and where there are gaps in their learning. This information should then be used to adapt the curriculum to meet the individual's needs and to inform intervention practices.
At Key Stage 4, baseline assessments are used alongside student prior attainment and conversations with the student's previous school.

Recording Assessment (Academic Subjects)

At Chances Mentoring we use the following descriptors for pupil progress:

Above	Making progress above that which is expected of them. These students will have learnt the planned curriculum but will also demonstrate a curiosity for the subject and demonstrate the autonomy to pursue further learning (either by learning additional, harder content or demonstrating their mastery of more challenging concepts)
At	Making progress in line with (or at) the level of progress expected of them These students will be able to demonstrate that they have learnt and understood the key knowledge, skills and concepts which they were expected to learn.
Below	Making progress below that which is expected of them Assessment of these students will provide evidence that they have not acquired the key pieces of learning that were planned and will provide information about the gaps in their learning. Members of the SEND team and Curriculum Leaders will work with teachers to identify what strategies will be used to support these students.

Recording Assessment (Vocational Subjects)

Btec Sport:
The BTEC Tech Award qualifications will be graded and certificated on a seven-grade scale from Level 2 Distinction* to Level 1 Pass. Individual components will be graded on a six-point scale from Level 2 Distinction to Level 1 Pass. Individual component results will be reported.

Final grading and awarding can be found on page 61 of the Pearsons Tec award in sport specification.

Construction:
This qualification is assessed through the completion of a portfolio of evidence, which will be internally quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed, and Highfield Qualifications promotes holistic assessment”

To Track the pupil progress we will use

Pass: The students have been able to demonstrate the learning objectives and assessment requirements, set by the awarding body, via their portfolio of evidence.

Refer: The students have not been able to demonstrate the learning objectives and assessment requirements, set by the awarding body, via their portfolio of evidence.

Hair and Beauty:
This qualification is assessed through the completion of a portfolio of evidence, which will be internally quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed. Some students may also be required to undertake an exam.

To Track the student progress we will use

Pass: The students have been able to demonstrate the learning objectives and assessment requirements, set by the awarding body, via their portfolio of evidence.

Refer: The students have not been able to demonstrate the learning objectives and assessment requirements, set by the awarding body, via their portfolio of evidence.

Half-term assessments: As students can come on roll at any point throughout the year, and to allow our assessment systems to accurately identify learning needs in a timely manner, these assessment judgements will be recorded at the end of each half-term.

Reporting:

To allow parents to take an active role in supporting students, it is important that
They have accurate, up-to-date information which includes both formative and summative assessments.

- Interim summative reports – Where necessary, parents will be invited to attend reviews where there will be an opportunity to discuss the academic progress made by a student and how they are progressing towards their targets.
- A full formative report – A full report will be provided to parents at least once per year.

These reports will provide detail of how a student is progressing against the assessment criteria for each subject.

Common Assessments & Internal Exams:

Common assessments are a crucial element in our approach to assessment. Whole cohort assessments allow us to gauge group and individual progress and to take additional intervention steps to address particular issues. Models of common assessment can vary; they do not all need to be traditional 'learning tests', although there is a place for these.

Intervention/ support strategies:

Where the provision identifies individual students who are underachieving or are otherwise a cause for concern, steps are taken to address this. The tone should be supportive rather than punitive. No one approach will suit all situations but could include the following:

- Feedback to students on what they need to do to improve
- Record this (so we have evidence of our response)
- If a pattern or serious concerns emerge, the teacher should directly inform parents
- Look at a development plan to support learning.

The prime areas of learning:

- communication and language;
- physical development;
- personal, social and emotional development.

The specific areas of learning:

- literacy;
- mathematics;
- PSHE
- Sport and recreational courses.

Assessments are based primarily on observation of daily activities and events.

Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities (SEND). Assessment will be used diagnostically to contribute to the early and accurate identification of student special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in, as well as the outcomes achieved.
For students working below the expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of student's learning difficulties.

Roles and responsibilities

Director is responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

The headteacher is responsible for:

- Ensuring this policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Creating and sharing clear mark schemes for the purposes of moderation
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

Monitoring

This policy will be reviewed yearly by the Director and Headteacher. At every review, the policy will be shared with all staff. All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed. The headteacher will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- lesson observations
- book scrutinise
- student progress meetings.