Assessment Guidance

Contents

Empowering through education

1 - Aims

This guidance aims to:

- Provide clear guidelines on our approach to baseline and summative assessment
- Establish a consistent and coherent approach to recording summative assessments and how this information is used by leaders

2 - Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.

It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: Schedule 1.

3 - Principles of assessment

- Baseline data used as a key indicator for pupil placement
- Meaningful tracking of pupils towards their end of Key Stage targets
- Provides leaders with relevant information leading to both support and challenge of the alternative provisions
- Provides both qualitative and quantitative assessment information which may be transferrable for pupils who move to other education providers
- Enables different abilities to have differentiated outcomes while identifying pupils who are falling behind and those who are making exceptional progress
- Ensures assessment is closely linked to improving the quality of teaching by informing academy leaders, alternative providers and pupils of their 'next steps'
- Ensures feedback to pupils is specific and contributes to an improvement in their learning
- Produces data which will be used as a comparative measure with expected standards, and which illustrates progress over time.

4 - Assessment approaches

Due to the unique nature of Unity Academy, there are two main assessment approaches;

1) Alternative Providers have the autonomy to decide how and by what means pupil progress is assessed and tracked, but with the expectation this pupil progress data is submitted to Unity Academy three times per academic year using the agreed assessment language.

2) Unity Academy uses baseline and termly assessment data to provide support and challenge to the alternative provisions, to help inform pupil placement and support the pupil's journey.

5 - Baseline data

On arrival, the academy aims to complete the following baseline testing with pupils:

- Reading (SAS)
- CAT (Cognitive Abilities Test)
- PT English

Empowering through education

- PT Maths

The above assessments provide the academy with an academic profile of the pupils, which is one aspect (others include SEMH profile, attendance and pupil/family voice) from the consideration of provision placement and allows progress to be monitored in line with the "pupil journey".

The CAT assessment also provides an aspirational end of KS4 target for English and Maths. These target grades, even though not reflective of context, are used by leaders to ensure pupils are supported effectively on their academic journey.

Once assessments have been completed, this information is shared with the identified alternative provisions, which in term will support staff identify gaps in pupil knowledge, as well as help plan and implement the appropriate intervention(s) when required.

Please note, there are occasions when initial baseline assessments are not completed, this is due to the level of anxiety some of our learners' experience, therefore will be completed once relationships have been established with staff.

6 - Summative assessment

Effective summative assessment enables:

Academy leaders monitor the performance of pupil cohorts, identify where interventions may be required, and work with providers to ensure pupils are supported to achieve sufficient progress and attainment**.**

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 are to be kept informed regarding the achievement, progress and wider outcomes of their child across a period.

Assessment schedule

All providers submit pupil progress data three times per academic year:

2022/23:
- December 2022
- April 2023
- July 2023 (year 10 only)

For pupils with an EHCP, providers are also expected to provide a progress update against the targets set.

7 - Pupil Journey Review

Following each data collection academy, a Pupil Journey Review is completed on each pupil. Here leaders triangulate key pupil progress data, including; academic, behaviour and attendance, which in turn allows leaders to identify pupils that are not making appropriate progress in context to need, and plan and implement an appropriate level of intervention.

Empowering through education
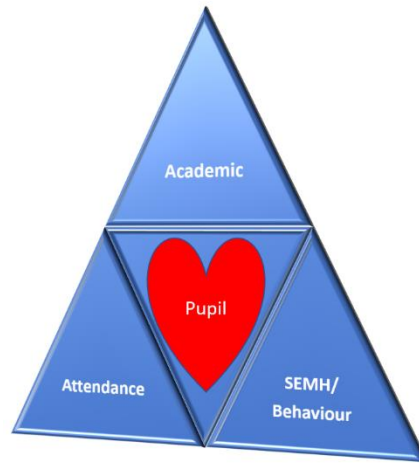
If a child has an EHCP, progress made against targets will also be analysed, and appropriate action is taken if necessary.

Overall, contextualised pupil progress is recorded on the academy's MIS and is based upon academic, SEMH/Behaviour, and Attendance.

8 - Feedback and Marking

Each provider has the autonomy to decide how feedback and marking is done and the effectiveness is part of the academy's quality assurance process.

9 - Parent/Carer Consultation

Parents/carers are invited to attend:

- Admissions meeting – where parent voice is captured to help inform provider placement
- attend statutory EHCP Reviews.
- Reporting to parents at the end of each academic year (year 10).

10 - Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's 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.

Principal

The principal is responsible for:

- Ensuring that the 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

Empowering through education

- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Alternative Providers

- To provide pupil progress data within the stated timeframes

11 - Monitoring

This guidance will be reviewed annually

Empowering through education

Appendix 1: Pupil Journey (image example)

Pupil Journey

Part 1 – To be completed by the admission and reintegration officer.

Pupil:					Year:					

Section 1 - Academic profile:

1.1 Does the pupil have any SEN?		Yes	No
If yes what is their SEN?			

1.2 Has the pupil started any qualifications which can be continued (in addition to English and Maths)?	N/A	Yes	No
1.3 Are there any major barriers to GCSE courses being accessed? (significant behaviour profile/SEN/PNA) – if so evidence needed	N/A	Yes	No
1.4 Does the pupil have any interest in vocational areas?	N/A	Yes	No
If yes please list			
1.5 Assessment scores	CATS	English	
		Maths	
	Reading		

Section 2 – Behaviour & Attitudes

2.1 Are there any current pupils they should not be placed with due to significant behaviour/safeguarding concerns?	N/A	Yes	No
If yes – does this rule out any providers? Which one(s)?			
2.2 Can the pupil travel independently?	N/A	Yes	No
2.3 What are their current POST 16 plans? Can a timetable be offered to support them in achieving this?	N/A	Yes	No

Section 3 – Education provision

Education provider(s) suggested	FUEL	FUEL 121	Crisp	NTC	Denewood	REAL	SSA	Venture	Buxton	First Class	Nottm E	Phoenix
	RISE	SEND	TLG	Equip	Take 1	CP Riverside	TBAC	NCFC	P2W	SWITCH-UP	CAST	Island Project

Is a 121 timetable being suggested?		Yes	No
If yes – why?			
Would the placement be for the rest of KS3/KS4?		Yes	No
If no – what is the long-term plan? (re-engagement/waiting for space to open up at alternative placement? – what are the timescales for this?)			
Curriculum offer the pupil has access to as part of timetable			

Any other comments?

Part 2 – To be completed by Admission and Reintegration Manager and SLT

Section 4 – Confirmed offer of provision to be provided

Education provider(s) selected	FUEL	FUEL 121	Crisp	NTC	NTC 121	REAL	SSA	Venture	Buxton	First Class	Nottm E	Phoenix
	RISE	SEND	TLG	Equip	Take 1	CP Riverside	TBAC	NCFC	P2W	SWITCH-UP	CAST	Island Project
Placement decision and reason;												

Empowering through education