



New Direction School



Assessment Policy

Reviewed Date:	Reviewed By:	List of changes	Next Review
August 2023	Luke Collins and Adrian Anderson	<ul style="list-style-type: none"> Re-written to include up to date information on our assessment procedure 	August 2024
August 2024	Adrian Anderson	<ul style="list-style-type: none"> Reviewed with no changes made 	August 2025

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1. Policy 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
- To set out the roles and responsibilities of different staff within the school concerning assessment, recording and reporting

2. Aims

Our practice aims to:

- Facilitate individual progress and attainment for all our pupils, through effective planning, recording and evaluation of their work.
- Inform individual, group and whole school assessment of progress towards outcomes
- Inform the planning process for individual pupil learning goals.
- Motivate pupils to achieve their full potential.

3. Legislation and guidance

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

4. Principles of assessment

The role of assessment at our school is to:

- Discover a pupil's progress towards outcomes, in order that appropriate teaching and learning outcomes can be planned and implemented
- Promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Raise standards of attainment and behaviour, and improve pupil attitudes and responses.
- Enable staff to adjust teaching to take account of assessment information and to focus on how pupils learn
- Track pupil performance against agreed progress towards outcome indicators and in particular identify those pupils at risk of underachievement
- Celebrate success and report achievement
- Support pupils in preparing for further education, training or employment

5. Assessment approaches

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

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

5.1 In-school formative assessment

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

Formative Assessment Intent

Formative assessment should form a vital part of all teachers lessons. As detailed in our teaching and learning policy all lessons should make clear the learning objectives/outcomes and end with a plenary in order to assess the students progress against those outcomes. This is formative assessment. This should be used every lesson by teaching staff in order to assess students understanding of the content being taught and to make a judgement on whether to move on to the next lesson or to spend more time covering the content. It will also help to identify learners who have struggled within the lesson and may need extra support.

At the start of your topic you should be using formative assessment techniques to baseline students understanding of the topic and prior learning on that topic. By identifying students prior knowledge this will help teachers to adjust their lesson to maximise cognitive load without overloading students.

By using formative assessment at the end of every lesson the expectation is that teachers will:

- Identify students understanding
- Identify students who have struggled

- Identify where a class has struggled and needs either more teaching or more practice
- Identify next steps and if students are ready to move onto their next lesson in the topic.

Formative Assessment implementation

Dylan Wiliam sums up the 5 formative assessment strategies as:

- Clarify Learning Intentions
 - This is done every lesson by making learning outcomes clear as per our Teaching and Learning Policy
- Elicit Evidence of Learning
 - Monitoring where students are in their learning relative to learning intentions using a range of questioning
- Feedback that moves forward
 - Individualised feedback taking into account past learning that makes students think and improve their work. This should be focused on the learning intentions
- Students as learning resources
 - Using peer assessment and using peers to help explain a concept
- Students as owners of their learning
 - Help students take ownership and to be involved within their learning.

Some common forms of formative assessment questioning techniques include

- Cold Calling
- Randomised Questioning
- Think, Pair, Share
- Show me Boards
- Show Call
- Class Discussion

More detail can be found on these on the [Walkthrus website](#) under Questioning and Feedback.

Formative Assessment Impact

Teachers should use the live data they are collecting when undertaking formative assessment to assess the class and individual students understanding of the learning outcomes. This should be used in order to decide on the next steps to be taken within their curriculum.

Individual students can then be provided more support if that is assessed as being needed.

When assessing students feedback is vital to ensure that formative assessment is also a process of allowing students to improve their work and understanding.

5.2 In-school summative assessment

Effective in-school summative assessment enables:

- **The Senior Team** 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

Summative Assessment Intent

The intent of summative assessment is to assess the students understanding and grasp of the topic they have been taught. This is to help identify common misconceptions across the class, to identify students who have struggled, identify strong areas of the curriculum and to identify the students who have excelled in this topic.

This data can then be used to inform the next steps in the curriculum and to aid the retrieval practice at the start of each lesson.

Summative Assessment Implementation

At New Direction our curriculum is divided into 6 topics aimed to run each half term. This means at the end of each half term the topic will be coming to an end before the start of the next topic after the holidays. Therefore the last week before half term will be the week that summative assessments are run.

Subject teachers will plan in the assessment into their medium term plans. The teachers will create the assessment based on the topics covered. Due to our lessons being half an hour long it is expected that the summative assessment test should run across two half hour lessons (1 hour total).

The assessment should be designed to cover

- only the content that has been taught
- a range of themes covered throughout the whole topic.
- A broad spread of questions from the whole topic (ie not heavily focused on one theme)
- A range of questioning types (multiple choice, short answer, long answer, practical tasks etc)
 - Where applicable this will reflect the type of questioning seen in the qualification assessments

Summative Assessment Impact

Data from the summative assessment will be collected on Arbor. Teachers will mark the assessments themselves and then work out the percentage mark for each student. These percentage marks can then be uploaded onto Arbor under the subject mark book.

Teachers should look at the breakdown of the assessments when marking to identify topics where students may have struggled and to identify individuals who may have struggled compared to the rest of the class. This should help form a future plan of support for the students as well as how you proceed in your next topic, specifically when planning in retrieval tasks.

Senior Leaders will look at the assessment marks to identify students performance across the school and to help identify students who are below the average and spot patterns (eg student or students scoring low in a particular subject or a certain student who is consistently low scoring). This will help us plan academic interventions as well as forming a part of the teachers curriculum conversations.

5.3 General Assessment

New Direction uses a range of assessments to help form a picture of the students current levels. This includes

- BKSBS (Maths and English)
- GL Assessment – CAT4 (Cognitive Assessment)
- Literacy Assessment Online – Reading Age Scores
- SEMH assessments

The Data on these helps us to form a picture of the student and their needs.

A Baseline with all of these assessments will be completed within the first term. They will then be repeated as and when required to build up a picture of the students progress.

5.4 Nationally standardised summative assessment

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 to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage (KS) 4, and AS levels, A-levels and other post-16 qualifications in KS5.

6. Collecting and using data

Data collected from formative assessment will be used by the teachers in a live manner to help inform their teaching and progress through the curriculum. Summative assessment and other assessment data will be recorded on Arbor.

This will be used to monitor students progress and ensure they are meeting expected outcomes of the curriculum and inform interventions. It will also be used to identify strengths and weaknesses in the curriculum to aid curriculum development.

Assessment data recorded on Arbor will be used in students termly reporting as well as in annual reviews.

7. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. New Direction School recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

8. Reporting to parents/carers

Assessment data will be recorded on Arbor and will form the backbone of termly reporting to parents. The assessment data will also be used in annual reviews to ensure EHCPs are updated to reflect the students current working ability and that their targets reflect their current working levels.

9. Inclusion

The principles of this assessment policy apply to all pupils.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' 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 pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

10. Training

- Our CPD cycle will include sessions for staff specifically focusing on Assessment. We primarily use Walkthrus to help support teachers CPD and this site is accessible for staff to develop their understanding of techniques such as with assessment.
- Regular staff meetings and a monthly newsletter will be used to help support staff training.
- Training on how to use Arbor and import marks will be given around key assessment times
- Curriculum and Performance management meetings will be used to support teachers in using data to develop the curriculum as well as to review assessment design.
- An Assessment coordinator will be appointed to oversee and support the development of assessment

11. Roles and responsibilities

11.1 Proprietor

The Proprietor is responsible for:

- Offering challenge and support to the Head of School and Head of Equine for improving pupil and staff outcomes
- 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
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

11.2 Head of School and Head of Equine

The Head of School and Head of Equine are responsible for:

- Ensuring 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
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

11.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice
- Using pupil's Progress Towards Outcomes to inform parents/carers on progress.
- Collecting photographic and video evidence of pupil's progress towards outcomes
- Reporting on statutory data where required

11.4 Support assistants

Support assistants are responsible for

- Collect photographic and video evidence of pupil's progress towards outcomes.
- Participate in moderation CPD to ensure consistency of judgments made.

11. Monitoring

This policy will be reviewed annually by Luke Collins. At every review, the policy will be shared with the Proprietor.

All teaching staff are expected to read and follow this policy. The Senior Leadership Team are responsible for ensuring that the policy is followed.

Luke Collins will monitor the effectiveness of assessment practices across the school, through:

- Moderation,
- Lesson/learning walks,
- Work scrutiny
- Pupil progress meetings.
- Teaching and Learning conversations

12. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Teaching and Learning policy