



Iffley Academy Assessment Policy

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Chair of Trustees	_____

Assessment Policy

The assessment policy exists to ensure that students, parents and staff have a clear guide as to the nature of assessment at The Iffley Academy.

Guiding principles

- Assessment should be viewed as essential to, and an integral part of effective teaching and learning, it therefore should be incorporated into planning, delivery and review of the learning taking place across: lessons, schemes of work and longer term, across years and key stages. The purpose of assessment is to provide information for a range of audiences.
- Assessment will crucially inform teachers about what will be taught next and which skills or competencies need further repetition or generalisation across a range of situations.
- Assessment will always inform the academy's strategic planning and this will be recognised in the raising achievement plan
- The criteria for assessment will be made clear and be consistently applied to ensure equal opportunities for all, however this policy recognises that different areas of learning have specific needs and decisions can be made at an individual subject level.
- All assessment will be informed by national guidance and national benchmarking will be used wherever possible.

Types of assessment

Assessment will be used in the following ways and students will be involved in their own assessment wherever possible. Assessment by students, both self and peer, is an essential part of formative feedback.

- Formative: the information gained affects the next learning experience
- Diagnostic: finding out what attitudes, knowledge, understanding or skills still need to be developed.
- Evaluative: analysing the impact of planning, teaching and the curriculum on students' outcomes
- Summative: the systematic recording of information which leads towards a summary

Target setting

We will set ambitious targets for students, who will make academic progress which is benchmarked against national and local data.

We will consider the individual pupil's learning profile, the progress they have made so far, any significant gaps in learning, specific barriers to learning, prior knowledge, how to maximise and accelerate the mastery of subject specific skills as well as the broad development of social and emotional aspects of learning.

We will also set targets for social factors which impact on academic progress, such as attendance. This will be targeted through whole school % targets, specific identified cohorts where increased attendance is required and with individuals where necessary.

Assessment will be built explicitly into lesson planning, with a strong focus on assessment for learning strategies that involve students in self and peer assessment. Learning will be reviewed regularly during lessons and across sequences of lessons.

At the Iffley Academy, rather than assessing pupils by NC levels, outcomes will be measured as a % of the competencies met for each year of the national curriculum programme of study. For example, a student may be assessed in English as having met 65% of the Key Stage 1, Year 1 spoken language competencies - rather than as having achieved a NC level and points score e.g. level 1c (NC/P points score 7). This is inline with the national Assessment without Levels guidance.¹

This system follows the National Curriculum Programmes of Study but to enable students to be assessed accurately, we will assess students' competencies across a number of different year descriptors creating an average year score. This accurately represents exactly where a student is with their academic development and has been very effective with students with ASD and spiky profiles.

All students at the Iffley Academy will be set aspirational academic targets, which will be informed by their baseline assessments carried out on entry. This data is considered in line with national data captured from progression guidance. The Iffley Academy has used the DfE's Progression 2010 – 11 document and The National Strategies Data Set 1: National Curriculum teacher assessment data 2009 to:

- a) set robust and aspirational progress targets for every student using percentile guidance figures
- b) measure the academy's progress against national data sets to make lower, median and upper quartile progress judgements.

Baseline assessment

Assessment of learners at The Iffley Academy begins with accurate baseline assessment on which progression can be measured. The following types of assessment will be used:

Assessment	Conducted by	Provides an assessment of
Baseline assessment in English and Mathematics using The Iffley Academy's own successful model	Class Teacher	Each student's current knowledge of the National Curriculum Programmes of Study and to inform target setting
Sound Reading	Teaching Assistant	Phoneme, phoneme awareness and graphemes
Salford Reading		Reading Age
Young's Parallel Spelling	Teaching Assistant	Spelling Age
Auditory perceptual ability		Auditory memory and sound discrimination
Visual discrimination		Differences in visual imagery needed for reading
Visual sequential memory Test		Ability to recognise patterns and sequences
Learning styles	Class teacher	Student's preferred learning style
Risk assessment	Pastoral Team Social Worker CAMHS	Potential behavioural risks
Risk and resilience		Protective and risks factors
Behaviour assessment	Class Teacher	General attitude and engagement in the learning environment and in free association
Sensory, fine and gross motor skills*	Occupational Therapist	Occupational therapy needs
Speech and Language*	Speech and Language Therapist	Speech articulation, fluency and resonance
Observational assessments for Dyscalculia	Class Teacher	Difficulties with language of maths, patterns and memory
Observational assessments for Dyslexia	Class Teacher	Difficulties with decoding text

¹ Final Report of the Commission on Assessment without Levels, September 2015



Qualifications

All students will have the opportunity to be entered into public examinations and/or receive accreditation from exam boards. Entries will be linked to the curriculum being delivered in each gallery however we will also consider the needs of individual students at each stage and plan appropriately.

Statutory reporting

The progress of each student is recorded centrally within the academy and reported annually to the Local Authority. These assessments enable the academy to monitor progress of all students and to meet our statutory responsibilities e.g. Key Stage 2 Statutory Assessment Tests (SATs).

Progression

The Iffley Academy will provide high quality formative assessment rather than just summative grades and we will ensure that progress will evidence a deepening understanding and mastery rather than students just moving on to work of greater difficulty.

We understand that progression can also be about consolidation, especially when assessing students with ASD, as outlined in the Final Report of the Commission without Levels (September 2015).

Our assessment model will enable students with ASD to make sustained and rapid progress without confining them to a linear assessment tool and this will be achieved through lateral as well as vertical progress measures, prioritising gaps in knowledge and by consolidating skills.

Every student will have individual percentile targets set in September, which are reviewed at three points across the year by the senior leadership team and six points across the year by the class teacher. This is cross-referenced with historical progress, across the whole school and within specific cohorts e.g. year group, primary SEN need. At these data points we will assess if students are on track to meet or exceed their targets. In addition to this, excellent formative feedback and teacher assessment will be used throughout, class teachers and senior leaders will moderate assessments across galleries, carry out classroom observations, conduct learning walks, sample work and collect and analyse cohort data sets, to ensure that assessment is carried out effectively.

Recording assessment

Individual pupil assessments will be stored in student box files where a clear record of progression can be found. This will include moderated work from three assessment points across the year alongside other information relating to student progress. These assessments will inform teachers when completing B2 where assessment data will be stored. In addition to this post 16 students' assessments will be recorded on a parallel local system which replicates B2 for competencies, achieved above Entry 3.

Feedback

Parents will receive regular feedback regarding academic assessment. This will be both formal and informal including, annual reports, Education Health Care Plans (EHCP) reviews, Termly Outcome Plans (TOPs) reviews and regular formative feedback through class teacher/parent conversation.