



Assessment Policy

Review Date: Annual

Status: Non Statutory

Next Review: Spring 2021

Introduction

This policy should be read in conjunction with:

- Teaching and Learning policy
- Marking and Feedback policy
- Curriculum policy

About this document

This document and policy outlines our system of assessment which focuses on how we collect data and use it effectively as a staff team to support a collaborative approach. This document will provide all of our staff and stakeholders (including parents, governors and partners) with the information they need to understand about the assessment process at Sunnydown.

- **Sunnydown's principles of assessment** – what is important to us in relation to assessment and the culture of assessment in the school
- **Sunnydown's objectives for assessment** – what we are trying to achieve through assessment at Sunnydown
- **Sunnydown's assessment measures and mechanisms** – how we assess and use the data, what methods tools we will use and when we will use them
- **Sunnydown's plans for sharing assessment outcomes with our stakeholders** – we recognise that different groups will need different types of information at different times
- **Sunnydown's plans for the governance, management and evaluation of assessment** – so it is clear who is responsible for the different aspects of managing our approach to assessment at Sunnydown
- **Sunnydown's plans for enhancing our staff's understanding of assessment and their skills in undertaking assessments** – we will only be successful in our approach if our staff feel confident that they understand what is required of them and how they can meet these requirements
- **Termly assessment meetings**

Throughout this document, we refer to three different but interconnected, forms of assessment. These are:

1. In-school formative assessment
2. In-school summative assessment
3. Nationally standardised summative assessment

The following table provides a definition and examples for each type of assessment.

Type of assessment	Definition and examples
In-school formative assessment	Formative assessment refers to a wide variety of methods that teachers use to conduct evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Good formative assessment ranges from the probing question put to a pupil as they think something through, quick recap questions at the opening of a lesson and book scrutiny of the class work of



	the pupils. It is used to assess knowledge, skills and understanding on a day-to-day basis and to identify gaps and misconceptions so that teaching can be tailored accordingly.
In-school summative assessment	Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, term, program, or school year. In-school summative assessments are those which are designed by the school in line with the school’s own curriculum (rather than being a nationally standardised assessment).
Nationally standardised summative assessment	This is used by the Government to hold schools to account. It includes the national assessments undertaken end of Key Stage 2 and GCSEs.

Sunnydown’s principles of assessment

The following principles of assessment will continue to be developed over time following consultation with our staff, Governors and the Senior Leadership Team at Sunnydown.

As a school, we aim to make the following commitments in relation to assessment:

1. **Fit for purpose:** Any assessment which we undertake will be fit for the purpose intended
2. **Appropriate for SEN:** Our approaches to assessment will be appropriate for the Special Educational Needs of the students we educate in line with the statutory Special Educational Needs and Disability Code of Practice, 0 to 25 years and our duties under the Equality Act 2010. Our assessment information is gathered from looking at what our students already know, understand and can do, and is informed by their baseline assessments, in class tasks and activities and KS2 data from their primary educators.
3. **Tailored:** Our in-school formative and summative assessment will be tailored to our curriculum and the needs of our students. This will be logged on SIMS. Assessment information is used to plan appropriate teaching and learning strategies within our curriculum. This includes identifying students who are falling behind in their learning or who need additional support and putting appropriate interventions in place, enabling our students to make good progress.
4. **Reliable:** Assessments will be clear, reliable and be effective as a tool in helping pupils to progress.
5. **Effectively used:** We will make effective use of all three types of assessment- in and out of class (where appropriate) formative assessment, in school summative assessment and nationally standardised summative assessments
6. **Undistorted:** School leaders will be careful to ensure that the primary purpose of assessment is not distorted by using it for multiple purposes as this may affect results – in particular, assessments used to monitor pupil performance will not be used to inform performance related pay.
7. **Avoiding unnecessary workload:** We will not “over-assess”. We recognise that measuring students’ progress over a short period is unlikely to be helpful or reliable. Progress will be logged and discussed at the termly assessment meeting. This will coincide with reporting to parents so all data is current. Teaching staff will use a range of formative and summative assessment. This is recorded on SIMS.
8. **Skilled:** All staff will receive appropriate training in the assessment procedures that we use to promote and enhance student progress at Sunnydown.
9. **Transparent:** We will always work with our students and their parents to help them to understand how to improve as a result of useful feedback based on the assessment made of their progress.

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10. **Considered:** All staff will ensure they have thought about the format and purpose of any assessment tasks before they are undertaken.
11. The **progress** of the boys will be celebrated at appropriate opportunities.
12. There is a **focus** on ensuring data is centralised so that staff across different curricular can gather necessary intelligence. This is updated at assessment meetings.
13. **Awareness:** teaching staff should work to ensure students are aware of the different flight paths and how to use these in tackling their own progress.

The objectives for assessment at Sunnydown

The following objectives for assessment will continue to be developed following consultation with Staff, Governors and the Senior Leadership team at Sunnydown.

Our assessment at Sunnydown works towards ensuring that:

1. Our students are making good progress towards meeting or exceeding the expected attainment for their age and particular special educational need/s.
2. Where students are not making progress, then this is identified and appropriate support is put in place.
3. All of our students are set challenging goals, given their starting points, and are making good progress towards meeting or exceeding these. In line with this, all of our students are encouraged to reflect on their own progress, understand what their strengths are and identify what they need to do to improve
4. All of our students, including the most able, do work that deepens their knowledge, understanding and skills, rather than simply undertaking more work of the same difficulty or going on to study different content.
5. We consider long-term wider outcomes such as higher education, employment and independent living. As such, we will ensure we have meaningful ways of measuring all aspects of progress including the core character traits at Sunnydown of Resilience, Independence and Cooperation.
6. The students understand that progress is not always a linear phenomenon and they may have periods where they are making more or less rapid progress.
7. Students progress is communicated clearly and regularly with parents and carers.

Assessment mechanisms and measures at Sunnydown

During each child's first term at Sunnydown, we will carry out a clear analysis of his needs and their baseline assessment. A sample will be scrutinised by an external source or independent view every two years. Mechanisms will then be designed to offer the next steps on each student's learning pathway and ensure a focus on long term outcomes. Twice a year, as part of the reporting cycle (Christmas and Summer) we will report on the student's progress based on any on-going formative and summative assessment. This will be shared with both the student and their parents/carers to inform parents of their development and progress, foster an effective home-school link, and promote home learning. **The school report will also include key factors such as Resilience, Independence and Cooperation will also be reported upon RICE³ in line with the school character education.**

The following table details the mechanisms and measures that we will use to undertake assessment at Sunnydown:

What assessment at Sunnydown looks like in practice:

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Assessment type	What this will look like at Sunnydown	What we will measure
In-school formative assessment	<ul style="list-style-type: none"> • quick recap questions at the opening of a lesson • probing question for students as they think something through • rich question and answer sessions during lessons • marking students' work • regular short re-cap quizzes / tests of knowledge and understanding • feedback from students themselves about their own understanding • observational assessment 	<ul style="list-style-type: none"> • Extent of understanding and knowledge of a topic • Misconceptions • Gaps in understanding or knowledge • Progress against baseline assessment
In-school summative assessment	<ul style="list-style-type: none"> • Standardised end of term or end of module tests in all subjects based on our curriculum 	<ul style="list-style-type: none"> • Extent of understanding and knowledge of a subject, based on our curriculum for the term • Misconceptions • Gaps in understanding or knowledge • For SLT – the performance of pupil cohorts and progress against expected attainment • For SLT – to test / validate the accuracy of formative assessment • Progress against baseline assessment
Nationally standardised summative assessment	<ul style="list-style-type: none"> • GCSEs • Other- entry levels, functional skills etc. 	<ul style="list-style-type: none"> • Progress in relation to local and national benchmarks and in comparison to other similar schools in order to inform judgements about Sunnydown's effectiveness • Progress against baseline assessment

Sharing assessment outcomes with our stakeholders

The majority of our assessment information will be shared with students to aid their understanding of what they need to do to progress. A smaller proportion of information will be shared with parents and governors. Some statutory information will be sent to the Government for evaluating school performance. The following table describes how we will share assessment outcomes with our stakeholders:

Stakeholder	Assessment Outcomes we will share with them (including format and frequency ¹)	How we expect this stakeholder group to use the assessment outcomes
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Sunnydown's students (see Marking and Feedback policy)		To respond to comments and progress accordingly.
Parents of students at Sunnydown	<ul style="list-style-type: none"> Formative assessment results will not be shared with parents except in circumstances where a child would benefit from some additional home learning in order to achieve their learning objectives. In-school summative assessment results will be collated termly and shared at termly assessment meetings. Information regarding progress will be communicated to parents in reports at Christmas and summer. End of Key Stage 3 attainment and progress information 	
Sunnydown's Senior Management team (SMT)	<ul style="list-style-type: none"> Termly assessment meeting will inform SLT of progress. Assessment Manager will produce a termly report for the Headteacher's report to governors. 	<ul style="list-style-type: none"> SLT may use the data to establish trends to support sharing good practice of putting appropriate support in place
Sunnydown Governors	<ul style="list-style-type: none"> Termly report Opportunity to attend one of the 3 assessment meetings. 	<p>To monitor the effectiveness of leadership:</p> <ol style="list-style-type: none"> monitor the progress of groups of pupils ensure that no student/s falls behind and underachieves secure and sustain improvements to teaching, learning and assessment
The Government	The school will respond to the annual checking exercise for KS4 exams.	Details will be published by the government website.

Governance, management and evaluation of assessment at Sunnydown

The SLT and Assessment Manager are responsible for:

- ensuring that this assessment policy is maintained and followed
- regularly reviewing and developing this policy
- ensuring all staff are aware of the policy and where to access it

It will be reviewed every 2 years. As part of this review, it will be adapted and amended in line with the assessment practices which prove themselves to work best for Sunnydown. Any required changes to the policy itself will be made by the Head of Assessment and the SLT.



Sunnydown will ensure that this policy is followed through:

1. Induction learning and development for all staff
2. Regular learning, training and development for teaching staff
3. Regular review of classroom practice – as per our existing practices, we will continue to operate a schedule of reviews of classroom practice. As part of these reviews, we will look at approaches to in-class formative assessment and provide suggestions for improvement whilst also using this as an opportunity to highlight and share effective practice
4. Moderation of baseline assessment judgements in-school, across departments (where possible) and in partnership with links to local schools

The effectiveness of the policy will be measured through:

1. Informal discussions and/or feedback in supervisions or group sessions (teaching squares) – to ensure that staff are aware of the differences in assessment techniques and how they might use them
2. The number and quality of the insights that the data gives us about individual students performance – and the interventions we are able to put in place as a result
3. The effectiveness of assessment practices at Sunnydown will be measured through the impact it has on the quality of education at Sunnydown.

Enhancing assessment understanding and capability among Sunnydown staff

We will work to enhance assessment understanding and applications in practice among Sunnydown staff through:

1. Induction learning and development for all staff – all teaching staff will be given an introduction to assessment as part of their induction by the Assessment Manager.
2. Regular learning and development for teaching staff. We will annually refresh assessment knowledge and skills for teaching staff. The focus of this learning and development will be on increasing understanding of the content of this policy as well as sharing effective assessment practice between members of staff

Responsibility for the design and delivery of this training will sit with the Head of Assessment. The training will cover:

- How to use a range of assessment approaches
- How to give effective feedback and the next steps for progression
- Misconceptions and how to identify them through assessment
- How to use pupil data (including some training in basic statistics)
- Understanding of how assessment is done at Sunnydown
- How data should inform planning



Termly Assessment Meetings

Assessment meetings will take place termly and will attempt to take a look at the whole school in terms of progress. Progress will be mapped against baseline data and students' flightpaths to analyse any changes in performance and put appropriate strategies in place to help the student to return on track with their flightpath.

Subject teachers will use SIMS and other information to make a 'best fit' judgement as to whether or not a student is working within the boundaries of their flightpath. Where students are not meeting expectations they will be marked as Red. Where they are on track they will be marked Amber and where they are exceeding their flightpath they will be marked as Green. Any changes to flightpaths will be made at the end of the academic year. This does not mean that staff cannot teach boys subject content outside of their flightpaths. We would always expect work to be suitably differentiated to either extend or support those boys working outside of their current flightpath.

All Red or Green cases will be accompanied with text to identify reasons for progress (or lack thereof) and any intervention strategies. These can be used to support across subject areas. There is also the opportunity to employ Whole School Strategies for individual students (WSS).

Students who have exceeded their flightpath should be rewarded with home acknowledgements. Students who have not met expectations will be supported through interventions outlined in the termly 'Intervention Strategies' document which will form a teaching resource for all teaching staff.

Input from both the pastoral team and the learning support team for all those both in either Green or Red will be requested.

KS3

Students in KS3 will be tracked against one of nine flightpaths: Emerging (1 and 2), Developing (3 and 4), Securing (5 and 6) and Mastery (7,8 and 9). These are cross referenced to the 1-9 grades for GCSE.

KS4

Students in KS4 will be tracked against their predicted grades. These will be formulated from their EKS3 data and their first term in their GCSE years (Autumn Yr 10). Any changes will be shared with parents so that they have up to date information with regard to college applications and choosing courses Post 16. There should be no need for parents to request up to date predicted grades other than those detailed through the termly meetings. Parents will be issued with a document that allows them to understand the process here at Sunnydown so that they are able to track their son's progress and act accordingly. Students will also be made aware of their progress and what this could mean in terms of future choices for them.

Appendix

- Termly assessment meetings
- SIMS process
- Flightpaths
- Interventions
- Reporting process
- Practice exams

Assessment Timeline



Baseline

Baseline completed in ALL subjects by October half term of Year 7 or on entry to school.

Baseline converted into 1 of 9 flightpaths. This is recorded on assessment grid.

Assessment recording each term

Teachers record progress against assessment grid targets on SIMs throughout the term

Teachers, based on SIMs data, determine if students are making on, below or below expected progress on the Assessment meeting grid.

Termly assessment meeting

All students making below expected progress are discussed and interventions determined.

All students making above expected progress are discussed to gain insight to successful strategies and also to discuss extending them to the next flightpath.

In Summer term meeting students will be discussed who need to go up or down a flightpath

Interventions

At the start of each term an interventions table will be issued showing the interventions for all students not making expected progress. These are reviewed at end of term before the next assessment meeting.

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Practice Exams

In December of the Autumn term, the year 11 boys will enter a period of completing practice exams. This process is designed to give the boys the experience of sitting exams in a controlled situation, as they will in the summer session. They will sit at least one exam from each subject and this will be for the same allotted time as in the summer exams. All students entitled to exam support will receive it in their practice exams as they would in the summer. The emphasis is on learning about the process and reducing anxiety rather than the grades achieved.

Approved by the Governing Body

Signature.....

Date.....