

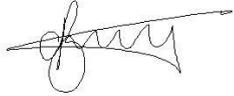
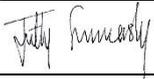
Assessment Policy



**THE LADDER
SCHOOL**

Redefining alternative provision



Date of Creation (first edition)	September 2018
Date for Review	November 2022
Date posted on website	December 2020
Policy updates and amendments	November 2021
Member of staff responsible for the policy	T Lecointe
Date adopted by the Local Governing Body	Jan 2022
Signed by Principal	
Signed by Chair of Governing Body	

Version Control

Version	Author	Date	Changes Made
1.0	CB	Sept 2018	First Edition
1.1	CB	Nov 2018	V3
1.2	RW	May 2020	Changes to present tense
1.3	TL	Dec 2020	Changes to layout / banner and symbols
1.4	TL	Nov 2021	Addition of vocational assessment sticker

Mission Statement

The Ladder School is a safe, well ordered and caring environment for learning. It delivers high quality education to all its students and supports them to develop their individual potential for growth, self-worth and self-control.

High quality outstanding teaching, and clear and consistent guidance and support, facilitates students in succeeding in education. Our broad and balanced academic and vocational curriculum will provide students with access to a broad range of accredited qualifications as well as educational and social experiences, which will address their learning and emotional needs (including SEND and Mental Health support). Our purpose is to support every student to develop their true potential, make positive contributions to their families and find fulfilment in employment.

Values

1. Alternative Provision doesn't mean a dumping ground...it's mainstream with the reasonable adjustments to succeed
2. High standards and high expectations are incredibly important and are the corner stones to a successful school
3. The Ladder School should become the go-to place for educators from across the country to see best practice
4. Good simply isn't good enough
5. Learning is about a journey and there is more than one way to get to the destination
6. Qualifications, manners, respect and opportunity should be the foundations for students that need a second chance.

School Ethos



High Standards



Daring to Dream



Traditional Values



Success



Personalised Support

High standards – students are pushed to achieve beyond their potential, and staff work to ensure everything that we do is better than people expect.

Daring to Dream – students at The Ladder School may have been in an educational setting where they lacked aspiration to be successful, at The Ladder School we challenge students to reach their potential and go on to further education and employment.

Traditional Values – some things often get forgotten in education, at The Ladder School we pride ourselves on mutual respect, good manners, making a positive contribution, supporting one another and an orderly, litter free environment.

Success – can come in many virtues, at The Ladder School we celebrate the small steps every day and tell students when they are doing well. We ensure that students can have a successful future.

Personalised Support - all students at The Ladder School have a Learning Coach who guides them, sets them bespoke targets and supports them in making social and academic progress.

What is assessment?

Assessment refers to the wide variety of methods that teachers use to evaluate, measure, and document the ability, progress, skill acquisition, or specific needs of students.

Purpose of Assessment

Assessment helps teachers and parents understand the following;

- What progress a student is making
- How they can make further progress
- What skills they need to make further progress.

Regular assessment allows schools to do the following;

- Report on student progress to parents
- Help keep track of where students are at on their educational journey
- What qualifications they are likely to achieve
- How best to support students moving forward with their education.

Assessment ensures that schools can;

- Set challenging targets
- Be monitored on how well the school and students are performing.

At The Ladder School, our core purpose for assessing students is to support them in moving forward with their learning.

Policy Objectives

1. To provide clear guidance to how The Ladder School approaches Assessment, Reporting and Target Setting
2. To determine what types of assessment can be seen at The Ladder School
3. To ensure staff assess students, set targets and report information fairly, consistently and accurately
4. To monitor student progress at The Ladder School

What to expect

Assessment at The Ladder School will be;

- Useful for students to move their learning forward
- Manageable and meaningful for staff completing the assessment
- Clear in books and folders, so it is obvious it has taken place

- A learning opportunity where students respond to feedback on their work
- Regular across all subject areas
- Informative to teachers when planning their next lessons
- Clear about what has been achieved and what needs to happen to achieve further improvement
- A tool that is used by staff and students in lessons in the form of self and peer assessment.

Types of Assessment that will be used

Formative Assessment – will inform teachers of the student’s current progress and will give them the opportunity to use the diagnostics to enable the students to improve further.

Summative Assessment – will give teachers an understanding of the student’s current level of work based on a topic that they have studied. It will give the teacher the ability to see the gaps in students’ knowledge and understanding.

Peer Assessment – students will mark one another’s work, usually this will be something like a knowledge quiz or a specific style question that comes with a clear framework to assess against.

Self-Assessment – students will reflect on their own work against success criteria and they will determine what they did well and what they need to do to improve their own work. This should generate an action for the students.

Assessment for Learning (AfL) – staff will use strategies in the classroom to check a student’s understanding of what they are learning, this may include tools such as questioning, mini whiteboards, non-verbal signals, post-it notes, traffic light systems or paired work.

Schedule for Assessment

All staff are expected to complete two detailed pieces of assessment each half term. The assessment should be carried out on;

- An extended piece of writing
- Practice/draft coursework or controlled assessment
- An end of topic test
- Exam style answer/essay
- Observation of practical work.

All assessment work must have a completed Assessment Sticker after the work so that the students understand the strengths in their work, the mark/current grade for the work and an action point on what they need to do to improve further. Copies of the sticker can be found as an appendix to this policy.

Data will be collected every half term, staff will input this into SIMS. Their mark books will show a formative and summative assessment and then a student working at grade. This information will be shared with school staff, governors and students.

Internal and External Examinations

Systematically students will sit examinations that are internal mock examinations or external public examinations. During these examinations students will be expected to follow JCQ guidelines on how to conduct themselves during an examination. Students will be required to follow all school

procedures in order for school to ensure it meets the required standards, this includes entering the examination room in silence and not speaking through the remainder of an exam, ensuring that a student has no electronic devices on their person and ensuring they have the correct equipment for the exam. School staff are obliged to report any students in breach of JCQ regulations to the exam board, this could lead to disqualification from all examinations.

Parents are responsible to ensure that students arrive on time at all internal and external examinations. Any charges incurred through late arrival/none attendance will be passed directly to the parents.

Other Assessments in School

Students undertaking external GCSE exams will be screen for Access Arrangements to determine whether or not they might require any reasonable adjustments to be made before sitting the examinations. All assessments will be carried out under the direction of the Principal/SENCo and findings will be communicated to parents. If a student does not need any additional support we will not inform parents.

From time to time, external agencies may require students to participate in assessment work, this could be to help diagnose something a student is struggling with or to help the member of staff to formulate a report about the student.

It is the outside agencies role to inform parents of the assessment work that is being carried out. School will work with the agencies to ensure that any relevant permissions are in place (if required) before the student completes the assessment.

Periodically staff will use assessment tools such as PASS to gain an insight into how much a student has progress in ~~there~~—their social and emotional skills, with particular reference to measure improvements in their behaviour and attitude.

Reporting to Parents

Parents will have access to information on a termly basis. The school will send home two progress updates and one formal report during the school year. This will help parents be aware of the progress of their child.

The Ladder School will also inform parents of student progress through;

- Conversations with the students Learning Coach
- Regular meetings in school
- Their child sharing information about their progress
- Feedback students receive on their work.

If a parent has a concern about their child's progress they should raise this in the first instance with their child's Learning Coach who will look into this for them.

If a child sits an examination or test in school, they should communicate the results to their parents. School will only send results of internal mock examinations and public examinations. School will communicate these results via the school messaging service.

Baseline Assessment

When students arrive at The Ladder School prior to them starting full time they will come in and complete a series of baseline assessments.

All students will complete a;

- Reading Test
- Spelling Test
- Numeracy Test.

These will be processed internally by staff and explore student's strengths and difficulties and these will be shared with staff. This will enable staff to provide meaningful support. The student's data will be recorded in staff marksheets on SIMS.

The SENCo will review the data to determine whether any additional support would need to be put in place for the student.

During a student's first week they will also complete an English, Maths and Science test to ensure that staff are suitably informed about gaps in their knowledge and have the opportunity to instigate some catch up work with a Learning Coach on any area of concern in the core subjects.

Target Setting

Targets will be set in three key ways at The Ladder School;

1. Students will be issued with target grades when they join us, these grades will be calculated using school algorithms, but will be based on a student's Key Stage 2 SATS results
2. Students will be set weekly targets by their Learning Coach about what they need to do to be successful in school, they will be reviewed weekly in their 1:1 meeting
3. Students will be set targets for improvement based on the work that they have had assessed in a subject. It is expected that the student completes the action point as soon as they receive their work back from the teacher.

School will share information about an individual's progress against their academic targets when communicating with parents.

Parents will receive a copy of their child's target grades following their admission to school. Students will be given targets that are aspirational to encourage them to make better progress in school

Monitoring Progress

All staff will have regular discussions around the progress that students make socially and academically. At least once every term members of the Senior Leadership Team will review the progress of the students at The Ladder School and will devise strategies to monitor underperformance and implement activities to help raise achievement.

Progress information will be communicated with staff to enable them to have a wider understanding of progress at The Ladder School. This will also give staff the opportunities to see how individual students perform in other subject areas so that best practice can be shared for supporting student achievement.

The Local Governing Body and the Mercian Trust will also review the progress that is being made by students at The Ladder School and offer challenge and support to ensure that students at The Ladder School can maximise their potential.

Following a progress check, students will have an updated target sticker in their books, which will show where they are at in relation to their target.

Staff Training

All staff will be trained on how to input data into their mark sheets on SIMS. Regular updates on this will be carried out in staff meetings. Staff will also receive training on whole school data and assessment, and how to use the information from data provided in their planning to target student's weaknesses.

Roles and Responsibilities

The Associate Assistant Principal for Teaching, Learning and Assessment will bring the relevant data to SLT meetings and present this to the team, where we will be enabled to have discussion around progress.

The information will also be presented to the governing body in advance of the governors meetings, so in the meetings they can submit questions regarding the data.

Monitoring of the Policy

This policy will be monitored and reviewed by the Principal and the Associate Assistant Principal for Teaching, Learning and Assessment. It will be reviewed on an annual basis. The AAP will monitor staff implementation of the policy and offer support where required.

The governing body will receive CPD on how to understand and interpret the data that is provided.

Links to other policies

- SEND Policy
- Curriculum Statement

Appendix 1- Core and Vocational Subject Feedback Sticker Assessment

ASSIGNMENT FORMATIVE ASSESSMENT MARK SHEET:

Assessment

STUDENT NAME:

Positive COMMENT		What you have done well
		Working Towards:
Have I?	STUDENT CHECK: TASK COMPLETION	
TEACHER COMMENT ON ADDITIONAL WORK		What I have ACHIEVED

Core Assessment Feedback Sheet

Ass No /12

Student Name:		Date:	
Title of Work:		Mark/Grade:	
What Went Well			
Even Better If			
Student Action	<p>What steps will you take to improve in the areas indicated above?</p> <p><input type="checkbox"/> Request a work pack of questions for Home Study</p> <p><input type="checkbox"/> Review the work using online / resources recommended by my teacher</p> <p><input type="checkbox"/> Attend Booster / Revision session</p> <p><input type="checkbox"/> Make corrections on assessments</p> <p><input type="checkbox"/> Other _____</p>		<p>By when?</p>

