

Catch22 Independent School Policy

Assessment Policy, Primary.

Include Suffolk

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This policy will be reviewed every 4 years.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Headteacher
Queries to:	Headteacher
Date created:	August 2020
Date of last review:	October 2024
Date of next review:	August 2028
Catch22 group, entity, hub:	Catch 22 Education
4Policies level (all staff or managers only)	n/a

Catch 22 Independent Schools

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities.

Purpose

Working with people to achieve their purpose in education, employment, or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training, or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive, and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments • Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. • Provide a values-based curriculum, working with pupils to build their spiritual, moral, social, and cultural capital and personal development. Relationships beat structures. • Treat pupils as individuals and help them to build bright futures in both their personal and professional lives. Things about you, built with you, are for you. • Understand pupils' unique needs and help them overcome their barriers to learning. • Engage pupils with a broad and rich curriculum so they can realise their ambitions. • Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve. Unleash Greatness • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training, and employment. Let robots be robots and humans be human. • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline. Incubate, accelerate, amplify. Embrace the values of 'Rights Respecting Schools;' helping pupils thrive as individuals both as members of their school and the wider community.	

1. What is the policy about?

Assessment is a fundamental process in schools and is monitored in order that the best possible support and opportunity is provided. Effective assessment allows pupils to receive feedback on their learning to know how to improve and allows staff to plan lessons effectively based on the needs of the pupils.

There are different types of assessment; formative assessment is the ongoing formal and informal assessment carried out lesson by lesson, and topic by topic. This kind of assessment allows for focused work and activities based on the needs of the pupil towards making academic progress and meeting their targets. Summative assessments are formal assessments of progress, such as SATS and allow for formal identification of outcomes being met.

This policy sets out how we undertake assessment across Catch22 at Primary level. It will

- 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.
- Clearly set out how and when assessment practice will be monitored and evaluated.

2. Who does this policy apply to?

This policy is for all staff, parents, carers, and pupils. It is also for governing bodies, LA, and other commissioning bodies.

- The headteacher is responsible for distributing the policy and monitoring its use and effectiveness.
- Staff are responsible for implementing this policy.
- The Trust will lead in monitoring the application of this policy.

3. Policy requirements

The Primary National Curriculum sets out the things pupils should study in school and sets out a range of objectives for pupils to learn in each school year. We plan our teaching around these objectives, ensuring skills and knowledge are understood and

then built on over time. We also revisit objectives to ensure that they are fully understood and to support moving them to long term memory.

Some pupils are working below their chronological age expectations, and we plan our teaching to secure their understanding at the year expectations at which they are working. We review learning through our marking, and plan our future sessions based on this. As objectives are met and secured, these are recorded on our tracking system, Insight.

3.1 How formative assessments are made (assessment for learning)

- By observations of pupils at work and on task
- By interaction with pupils in completing activities
- Through pre-planned questioning/discussion with pupils
- Through photographing / audio taping learning in progress
- Through the examination of children's written learning in exercise books
- When hearing children read aloud
- Weekly low stakes mini tests such as times tables and 'End of Topic' tests.

3.2 Baseline assessments

Our school takes pupils in KS1 and KS2 at various times throughout the year. When pupils are enrolled, we will measure their starting point using assessment data provided by their most recent school placement. An expected target is set and this is reviewed yearly. Some of our pupils may be working below their chronological age and we identify and review regularly the year group expectations on which they are working. For some, this may include working and being assessed using the EYFS criteria.

During the transition time starting at Include Suffolk, the Senior Leadership Team (SLT) will actively seek baseline and assessment data from pupil's last known school placement. Teachers will also engage new pupils with a range of tasks and activities in each subject area, which with summative assessments and information sharing, will inform their baseline assessment and their working end of year expectation. Outcomes which are taught and mastered are recorded on a system called Insight. This tracks the outcomes which have been taught, are tentatively grasped and which are secured.

Each half term, this system is updated and tracked in SIMS. The conversions are shown in appendix 1.

3.3 Half termly data capture

Each half term, the data collected on Insight, showing which objectives have been secured will be collated. The percentage of secured outcomes is converted to a grading descriptor into SIMS. This data is shared with parents, dual registration schools and in annual reviews. Appendix 1 shows the grading system in relation to the number of objectives met.

Targets

From their baseline, pupils are expected to move up two descriptors over the course of an academic year, for example from Emerging to Expected.

From the half term data drop, staff analyse the data and put into place interventions where necessary to support pupils to meet their targets.

3.4 Summative assessments (assessment of learning)

In addition to formative assessments, some summative assessments are also used.

Baseline

Upon starting with us, pupils will sit several summative assessments (which are repeated termly and/or where necessary) as detailed below.

- Read, Write, Inc Assessment
- New Group Reading Test
- British Spelling Test Series
- Sandwell Maths Assessment

Internal

End of unit assessments

Where appropriate, students will be practising mock:

- Phonics screening year 2.
- Multiplications test KS2.
- SATS

External

Pupils will also have the opportunity to sit a number of external formal assessments, and we will ensure they are properly prepared for this and are able to sit them in a way that makes them as relaxed as possible. This includes the use of access arrangements and the possibility of sitting them one to one. If pupils are not ready for SATS tests, then we may disapply them. These tests include.

- -Phonics screening check
- -Year 2 SATS
- Multiplication tables check
- -Year 6 SATS

3.5 Those working below KS1.

Some pupils will be working below their chronological age by a significant margin and may not meet year 1 expectations. For these pupils, we will use the EYFS grading system and

outcomes on Insight. These will also be recorded onto SIMS and are recorded as an age in months for each of the development areas.

3.6 Marking

Our assessment policy is closely linked to our marking policy, which sets out our ethos around marking and the requirement to mark according to clear outcomes. This enables us to give clear feedback to pupils to help them to understand how to improve to ensure they meet the learning intentions of a session. The regular feedback within a lesson and as part of book marking is focussed around providing feedback which will support pupils to become successful learners.

3.7 Reporting procedures

Teacher led assessments will be recorded daily on Insight and inputted on SIMS half-termly.

External assessments will be submitted to DfE via COLLECT.

4. Related policies

- Marking policy
- SEND policy.
- Literacy and numeracy strategy
- Data Protection Policy
- E-Safety Policy
- Safeguarding

5. Appendices

Appendix 1

Gradings

The assessment approach works by recording on Insight the learning objectives a child has been taught, can do, or has secured by doing this independently on three separate occasions. At data drop time, the percentage of learning outcomes met for each strand is collected from Insight and converted to the statement below, with the year of the outcomes added in front.

10% of outcomes met = EMERGING
30% of outcomes met = DEVELOPING
60% of outcomes met = EXPECTED
75% of outcomes met = EXCEEDING
95% of outcomes = HIGH EXCEEDING

These are broken down with +/- to show smaller steps of progress as per table below.

5-10%	Em-
11-20%	Em
21-30%	Em+
31-40%	Dev-
41-50%	Dev
51-60%	Dev+
61-65%	Exp-
66-70%	Exp
71-75%	Exp+
76-80%	Exce-
81-90%	Exce
91-95%	Exce+
>96%	High exc

For example- if Pupil A is a year 5 pupil, but is working on year 4 outcomes and had met 40% of year 4 maths outcomes, they would be recorded on the Maths SIMS workbook as 4Dev-

The data from SIMS is then used in Power BI to produce additional visual graphs to show cohort progress.

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Assessment Policy (primary)
EIA completed by:	Head of Quality of Education
Date of assessment:	August 2020
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment, and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices, or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIAs under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral, or negative impact for people who it applies to and who share one or more of the nine protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.

Pregnancy and maternity (in work this is linked to maternity leave, nonwork this is for 26 weeks after giving birth)	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
Does this policy impact on people who are pregnant or in their maternity period following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour, and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour, or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes

