



Document C-73

ASSESSMENT & REPORTING POLICY for
ARNFIELD INDEPENDENT SCHOOL

Document created by J Wager, Head Teacher,
and approved by P. Knowles,
Head of Education & Outdoor Education, in May 2019.

Next review due in May 2020.

Assessment

All students complete baseline tests on arrival.

- For KS3: AQA Maths and English tests.
- For KS4: BKSB functional skills initial assessment.

From these assessments, students are provided with an individualised timetable that includes cross-curricular projects, Maths, English, ASDAN and Outdoor Education. This will include working towards externally accredited qualifications (e.g. Functional Skills, GCSE) if appropriate.

KS3:

- Students complete 'key tasks' in Maths and English as part of their classroom education. These are assessed using the school's assessment framework that gives an age-appropriate Grade from 9-1 based on GCSE criteria.
- Cross-curricular projects cover all other aspects of the National Curriculum and are assessed using the school's Skills Frameworks and Curriculum Map.

KS4:

- BKSB programme suggests specific areas of focus in Maths and English based on the initial and diagnostic assessments. Students can then be re-assessed at regular intervals to monitor progress.
- Depending on the students' personal timetable there may be other assessments based on an externally accredited assessment framework.

ASDAN:

Students collate evidence of visits and tasks that can gain credit towards a Bronze, Silver or Gold award, or the ASDAN CoPE award.

Outdoor Education:

Students work towards AQA Unit Awards in a variety of outdoor education disciplines.

Reporting

Each student is provided with an Individual Education Plan. This details students' individualised timetables, supports staff planning of content and difficulty of tasks, and suggests reasonable adjustments in the classroom.

A daily record of work is used to monitor activities and tasks completed, suggesting next steps and commenting on behaviour and engagement.

We provide a half-termly case study report. This contains input from all education staff including our Consultant Educational Psychologist and comments on learning that has taken place, student attendance and engagement, and any significant progress and achievement milestones reached. Targets are updated every term in line with individual student PEP.

Individual student trackers record tasks completed, curriculum exposure and progress graphs in our core reporting indicators (English, Maths, Science, attendance and engagement).

Teachers complete monthly folder to checks to ensure quality of learning and assess student working level.

Formative Assessment and Feedback to students.

Our aim when feeding back to students is always to consider how our comments will help the student to progress to the next stage of their knowledge, skills or understanding. This applies to all areas of our education provision and can be adapted to each context within which we work.

This begins at the planning and delivery stage of a lesson, where objectives and outcomes are made clear to students. Both teacher and student know what is being measured and what needs to be achieved in order to move to the next stage.

The teacher can support a student to achieve these outcomes in a number of ways:

- Discussion and verbal feedback during a lesson. Sharing with them which of the outcomes they have achieved and which still need some work.
- Written feedback – marking of Maths questions or correcting of English work.
- Setting of short-term targets that act as a focus for the next lesson or piece of work.

- Detailed marking of a 'key' piece of work that explains which aspects of the framework still need practice and providing tasks that give the student the opportunity to master specific skills that are currently missing.

Summative assessment and National Qualifications.

We will strive to support students in accessing any qualification that they are interested in and that we feel is in their best interest. We are an exam centre for Edexcel Functional Skills and ASDAN personal development programmes, and have the flexibility to deliver other vocational courses and arrange GCSE exams to take place on a case by case basis.

Exam procedure:

Functional skills exams are delivered and assessed in line with advice from Pearson (see Functional Skills Quality Assurance Handbook from Edexcel). It is the responsibility of the Head of Centre and the education staff to ensure they are familiar and comfortable with the most up to date information. Any suspicion of malpractice by students or staff is dealt with as per the Malpractice Policy.

Moderation:

Each exam board has its own policy for internal and external moderation and verification of assessments. The senior teacher works with the Head of Centre to ensure all exams and ASDAN portfolios are internally verified before being claimed from the exam boards. Where appropriate, individual members of staff will be offered training and CPD when they are specifically required to deliver or assess a course.

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