



Walnuts Assessment Policy Autumn 2017

Aims of the Policy:

- Set out the established practices of assessment at The Walnuts School
- Ensure that all teachers know what is expected of them in assessing pupils
- Clarify the roles of **Assessment for Learning** and **assessment of learning** within the school

Assessment for Learning

Assessment for learning is done at The Walnuts School in a variety of ways:

- Open questioning
- Peer discussion
- Observation of students
- Student self-evaluation, e.g. the traffic light system

To effectively use assessment for learning teachers need to:

- know their pupils well, know why pupils make mistakes, and be able to make judgements about next steps or interventions
- share learning intentions with pupils and use them to mark work or give feedback or rewards
- build in review time for themselves and their pupils
- encourage pupils to take responsibility for their learning by providing opportunities for pupils to describe their response to learning intentions or targets, the strategies they use and the judgements they make in relation to their progress
- give pupils examples of a variety of skills, attitudes, standards and qualities to aim for
- analyse pupils' performance and use the information for future learning plans

Assessment of Learning

The following table sets out the methods currently in use at The Walnuts School for the assessment of curriculum learning:

Stage	Type of Summative Assessment Used
Foundation Stage and Year One	<ul style="list-style-type: none"> • EYFSP statutory required data - annually • EYFS Early Years Steps (Solar)- termly. • Year One Phonics Screening Check - annually
Year One - Sixth Form	<ul style="list-style-type: none"> • Phonics Screening Check for pupils in Year Two who did not achieve a pass mark when they sat it in Year One. • WS P Steps (Solar)- termly. • SATs in years Two and Six - annually
Sixth Form	<ul style="list-style-type: none"> • Monitoring of life, functional and vocational skills acquisition in accordance with the external accreditations that are being worked towards - termly. • WS P Steps (Solar)- termly in PSHE, and in English maths and ICT.

At The Walnuts School, we understand and celebrate all of the achievements our students make. In order to demonstrate achievements not based in the academic curriculum, we track students' well-being and involvement, behaviour, attendance and progress towards Speech and Language targets with a checklist, updated termly.

Reporting

Parents are invited to attend a meeting with the class team on a termly basis, where the students IEPs and Individual Behaviour Plans are discussed and updated. An End of Year report is produced by class teachers for every student in the summer term, and all students are the subject of an Annual Review. In addition, there is a home-school diary, in which notable achievements are written on a day to day basis.

In accordance with statutory regulations, the school reports students levels to the Local Authority and the Government on an annual basis.

Monitoring and Evaluation

The Governors and members of the school management team are responsible for the monitoring and evaluation of the school's assessment systems, and that the statutory reporting to both parents and outside agencies is carried out. Governors receive feedback, through the School Improvement and Curriculum sub-committee and by visiting the school.