



IWYS

Alternative Provision

Assessment Policy

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1. Aims

This policy aims to:

- › 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/carers
- › Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- › The recommendations in the [final report of the Commission on Assessment without Levels](#)
- › Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

3. Principles of assessment

- › To identify best practice in assessment in similar schools
- › To ensure that assessment is for all pupils
- › To ensure that the aim of any assessment is not being confused by trying to use it for too many purposes.
- › To distinguish the different types of assessment and their purpose
- › To achieve our assessment aims without adding unnecessarily to teachers' workload

4. Assessment approaches

At IWYS Alternative Provision we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- › **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- › **Pupils** to measure their knowledge and understanding against learning objectives and identify areas in which they need to improve.
- › **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.
- ›

IWYS Approach to assessment

- › Formative assessment will be used to identify gaps and misconceptions.
- › Pupils in their assessment will utilise the skills and knowledge highlighted as part of their PLSP feedback forms to be incorporated in their learning journey and daily 1-2-1 discussions with teacher staff
- › Formative assessment will be used to assess knowledge, skills and understanding via teacher feedback PLSPs and observations
- › Formative assessment techniques used include marking and feedback, questioning, regular short recap quizzes, self and peer-assessment and/or observations.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- › **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- › **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- › **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- › **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period.

IWYS Provision Summative Assessment Approach

- › Summative assessment will be used to demonstrate improvement over a long period of time
- › Rationale working alongside schools for specific external commercial tests or similar, identifying how these tests align with assessment principles
- › End-of-year exams
- › 6-week reviews providing useful information for improving future learning

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- › **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- › **Teachers** to understand national expectations and assess their own performance in the broader national context
- › **Pupils and parents/carers** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage (KS) 4, and AS levels, A-levels and other post-16 qualifications in KS5. IWYS Alternative provision work closely with schools to identify all learning requirements necessary for all year 11 to sit their exams, identify any additional support for students (e.g. modified text, TA, additional time to sit exams)

5. Collecting and using data

- › Data will be communicated to the referring schools to ensure regular updates and communication to identify additional support.
- › Only necessary data to be collected and shared in regard to student assessment
- › Regular briefing and progress reports are already part of the assessment plan and embedded during teaching and learning as part of the procedure, to ensure data collection will avoid adding to teachers' workload unnecessarily.

6. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. IWYS provision recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- › During assessments, including internal and external assessments, and coursework
- › To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- › As a research tool to help them find out about new topics and ideas
- › When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

7. Reporting to parents/carers

Assessment data will be reported to parents/carers through annual reports, including termly/half termly meetings and progress reports, including

- › Brief details of achievements in all subjects and activities forming part of the IWYS curriculum, highlighting strengths and areas for development
- › Comments on general progress
- › Arrangements for discussing the report with the pupil's teacher
- › The pupil's attendance record including the total number of possible attendances for that pupil

- › The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- › Details of any vocational qualifications or credits towards any such qualifications gained (AQA unit awards).

8. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

9. Training

- › IWYS alternative provision will work closely with the referral schools to ensure good understanding of assessment and assessment practice among all teachers
- › Will be responsible for ensuring staff have access to continuing professional development opportunities on assessment.
- › Will stay abreast of good practice, sourcing and providing relevant CPD training for teaching staff, including requested training.

10. Roles and responsibilities

10.2 Head of Provision

The head of provision is responsible for:

- › Ensuring the policy is adhered to
- › Monitoring standards in core and foundation subjects
- › Analysing pupil progress and attainment, including individual pupils and specific groups
- › Prioritising key actions to address underachievement
- › Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

10.3 Teachers

Teachers are responsible for:

- › Following the assessment procedures outlined in this policy
- › Being familiar with the standards for the subjects they teach
- › Keeping up to date with developments in assessment practice

11. Monitoring

This policy will be reviewed annually by IWYS Directors. At every review, the policy will be shared with all teaching and support staff.

All teaching staff are expected to read and follow this policy. The Head of provision responsible for ensuring that the policy is followed.

The Head of provision will monitor the effectiveness of assessment practices across IWYS alternative provision through:

- Lesson observations
- Pupil progress meeting
- Scrutiny of student pupil learning and support plans (PLSPs)

12. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Attendance Policy
- Equality, Diversity, and Inclusion Policy