



Springwell

Learning Community

Springwell Special Academy  
Springwell Alternative Academy



WELLSPRING

ACADEMY TRUST

We Make A Difference

# Assessment Policy

September 2018



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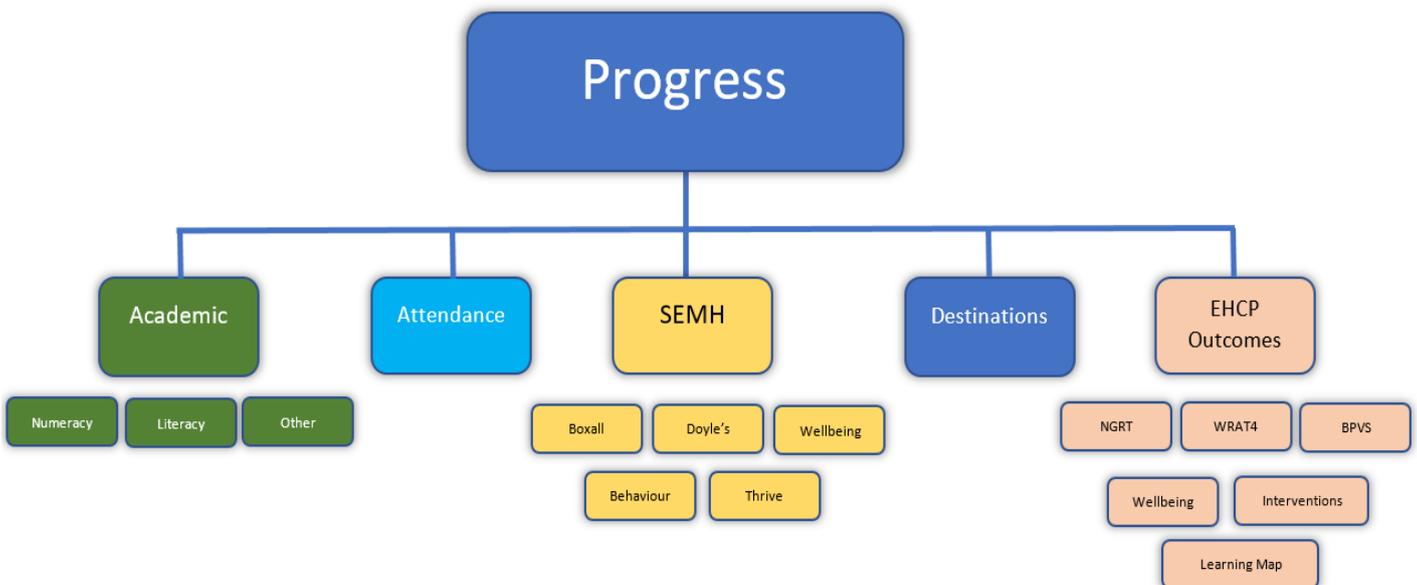
## Assessment Policy

### Springwell Special Academy Springwell Alternative Academy

This Policy outlines the purpose, nature and management of assessment at Springwell Learning community. Assessment complements and assists teaching and learning; it plays an integral part of each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for the pupils at Springwell and enables staff to deliver education that best suits the needs of our pupils.

The aim of the policy is to give a clear outline of all assessment techniques at Springwell, to ensure that assessment is used as a tool to inform planning, track pupil progress and to raise standards.

**At Springwell, progress is measured using five key performance indicators:**



### Assessing Progress at Springwell

All pupils at Springwell have Social, Emotional and Mental Health needs. Many children have experienced long term absence, have challenging domestic circumstances, have experienced trauma or have attachment difficulties. Some have a history of anti-social behaviour, can be aggressive, violent and find it difficult to form relationships or work in groups. Many have significant learning gaps, show a lack of resilience or have specific learning difficulties.

When making a judgement about a child's progress, all the above factors are considered. Outcomes are therefore contextualised based on starting points and limiting factors that relate to environment, trauma and adverse childhood experiences. Progress judgements are made considering starting points and priorities. It is accepted that pupils' progress will rarely be linear and will fluctuate. Therefore, assessment over time is a key indicator of overall progress.

Each child's context is diagnostically tested to assess their priorities for progress. There are three Assessment Pathways that challenge the children at an appropriate level, allow assessments to take place and progress to be made. There is no limit to the level of progress that each pupil can achieve but expectations and targets are set in context to individual priorities.

## Assessment Pathways



### Formative Decisions

#### Defining the next steps for a pupil's progress

- From day to day assessments: marking, observations, discussions with individuals or in small groups.
- From standard assessments: reading tests, cognitive tests, diagnostic tests, SAT's etc.
- Behaviour is monitored and tracked daily using Behaviour Watch
- Baseline tests in addition to Key Stage SATS performance used in conjunction with informed professional judgements to track academic progress against nationally recognised progression matrices from FFT Aspire.

#### Summative Statements

- Pupils are tested at the beginning of each year on Literacy
  - KS1 / KS2 – Benchmarking
  - KS3 (Special) NGRT
  - KS3 (Alternative) WRAT4
  - KS4 (both AA & SA) WRAT4
- Both AA and SA pupils are all tested on BPVS (1x per year)
- Phonics assessment completed for those able to access the paper in Yr1; repeated as necessary in Yr2 or at a later time where possible for low scorers.
- KS2 SATs will be completed where appropriate in Y6.
- Students in KS4 work towards GCSE, BTEC and Duke of Edinburgh qualifications.
- Wellbeing tracker produced by staff and pupils, including a One Page Profile produced termly.
- Termly data collection, followed by progress meeting involving senior leadership and teaching staff.
- BOXALL and Pupil Pathway Assessments (3 x per year)
- Springwell Learning Map (APDR) (3x per year)
- Post 16 progression tracked on a half termly basis, including NEETS.
- Any students not meeting expectations are identified for additional packages of support.
- L4 TA each half term re-assesses the students that s/he is working with to look at the progress and whether or not the intervention is appropriate.
- Regular meetings, observations and appreciate enquiries ensure standardisation and moderation are central activities of the assessment process.