ASSESSMENT POLICY

4th April 2024

St Andrew's College Assessment Policy

1. Policy Summary / Statement

The purpose of this policy is to ensure that learners at St Andrew's College:

- Have their progress regularly evaluated and their lessons and teaching adjusted as appropriate for their needs
- Have an understanding of where they are in their learning and how to progress

We aim to do this by:

- Providing clear guidelines on our approach to formative and summative assessment
- Set out clearly how and when assessment will be conducted

2. Links to Procedures

College Admissions Statement

College Accessibility Policy

College Curriculum Policy

College SEND and Inclusion Policy

College Exams Policy

SAH Diversity and Inclusion policy

3. Monitoring and Oversight

At St Andrew's College we see assessment as an integral part of teaching and learning and it is inextricably linked to our curriculum.

Baseline Assessment

All subjects will complete a baseline assessment for each learner as soon as possible on admission, whilst also taking into account the Trauma Informed Care model within which we work. The age, aptitude and needs of each learner will be considered when identifying the most appropriate course of study.

Summative Assessment

The College will use summative assessment to assess how well a learner understands a particular topic or course of work over a period of time. It should be used to provide feedback on how a learner can improve. It will normally be conducted in the form of a test or assessment task and the feedback may be limited to a mark, number, percentage or grade.

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5. The College will monitor the performance of learners, identify where interventions may be required, and ensure learners are supported to make sufficient progress towards these.

Formative Assessment

The College will use formative assessment on an ongoing basis during lessons and activities to measure learners' knowledge and understanding against learning objectives and identify areas in which they need to improve. It should identify how learners are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons. It may include marking exercise books, including marking for literacy, or verbal discussion.

Literacy Marking

The College will ensure that formative feedback of learners' written work, where appropriate, will include evidence of literacy assessment in all subjects.

Principles

- All curriculum areas recognise their responsibility to improve the literacy levels of learners through detailed oral and written feedback
- Teachers of all subjects will ensure that they feedback the marking and assessment of literacy in an approach tailored to individual learners
- Teachers will use formative assessment results to plan future activities that build on areas of development

Literacy points to pick up on

- Spelling errors
- Punctuation errors/missing punctuation
- Poor grammar
- Wrong tense of verb
- Poor expression/slang
- New paragraph needed
- Repetition

Artificial intelligence (AI)

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

Learners 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

Learners 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, but all AI-generated content must be properly attributed

Responsibility and Accountability

The Leadership team will:

- Ensure that the policy is adhered to
- Monitor the quality of assessment using data collection, work scrutiny, learning walks and lesson observations which will all take place in line with the College's monitoring cycle
- Ensure that all examinations adhere to the JCQ guidelines and procedures
- Monitor the performance of learners, identify where interventions may be required, and work with teachers to ensure learners are supported to achieve sufficient progress and attainment
- Make sure that arrangements are in place so teachers can conduct assessment competently and confidently including training and moderation opportunities

Individual 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
- Setting challenging and appropriate assessment tasks on a regular basis
- Providing learners with clear success criteria on an ongoing basis
- Providing learners with a clear indication of their progress and performance through continuous verbal and written feedback
- Ensuring that their comments, both verbal and written, are constructive and supportive
- Ensuring that they describe areas for development as future targets rather than as a criticism
- Providing learners with a clear idea of the assessment criteria for key pieces of work so they are able to work confidently towards their potential
- Providing learners with opportunities to undertake regular peer and self-assessments where appropriate
- Promoting inclusion by attending to all learners' education needs, particularly those at risk of underachievement
- Providing learners with opportunity to act upon the comments they have been given
- Using marks and grades only when this will add value to learning
- Using green pen as the colour of preference and avoiding the use of red pen when marking

4. Diversity and Inclusion

The principles of this assessment policy apply to all learners, including those with Special Educational Needs or Disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of learners' 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 learners. However, this should account for the amount of effort the learner puts in, as well as the outcomes achieved.

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

St Andrew's Healthcare is committed to Inclusive Healthcare. This means providing patient outcomes and employment opportunities that embrace diversity and promote equality of opportunity, and not tolerating discrimination for any reason.

Our goal is to ensure that Inclusive Healthcare is reinforced by our values and is embedded in our day-to-day working practices. All of our policies and procedures are analysed in line with these principles to ensure fairness and consistency for all those who use them. If you have any questions on inclusion and diversity, please email the inclusion team at diversityandinclusion@stah.org

5. Training

Teachers at St Andrew's College will hold Qualified Teacher Status and will be familiar with the use of a variety of assessment techniques.

Subject leaders will hold regular meetings with their subject teams, in which they discuss, review and adapt learner assessment.

St Andrew's College will offer relevant training when required, in addition to the use of college Teacher Training days for dissemination of best practice.

6. References to Legislation and Best Practice

Education Act 2011

Equality Act 2010

SEND Code of Practice 2015

Ofsted Non-association independent schools inspection handbook for September 2023

Ofsted Education Inspection Framework for September 2023

7. How to request a change or exception to this policy

Please refer to the exception process Policy and Procedure Exception Application Link

8. Key changes

Version Number	Date	Revisions from previous issue
1.0	Sept 2020	Rewritten and formatted on new Charity Template
2.0	March 2024	Updated and formatted to the new College template