



a revolutionary response to school

Assessment Policy

This policy should be read in conjunction with:

- Mission Statement – The Vision and Aim of Atelier 21 Future School
- Learning & Teaching Policy
- Special Educational Needs and/or Disabilities (SEND) Policy
- Behaviour Management Policy
- Schemes of Learning
- Long , medium and short term plans
- Curriculum Statement

Rationale

The curriculum at Atelier 21 is designed to promote pupils' independent and collaborative learning skills, foster their curiosity and provide them with the skills for lifelong learning. The curriculum is holistic but provides opportunities for pupils to achieve subject specific learning outcomes through mastery workshops, big studies, self-directed learning, enterprise and wild Fridays. Teachers facilitate learning through 'provocations' (opportunities to stimulate pupils' curiosity), 'challenges' (learning prompts for individuals or groups) and 'big questions'. Teachers act as facilitators and 'expert witnesses' (answering pupils' questions or providing additional information or clarification as required). There is a balance between self-directed learning and direct teaching. In order to ensure a broad and balanced curriculum and give pupils opportunities to achieve well and make good progress there are subject specific learning outcomes and a structured system of formative and summative assessment (see schemes of learning and Pupil Progress Portfolios).

Formative assessment is continuous and carried out through teachers' observations of pupils' work, their interactions with others and the development of key skills. Pupils are assessed against learning outcomes and are said to be working at an emerging, developmental or mastery level. Assessments are colour coded so it is possible for a pupil to be amber, just into Emerging level, at the start of a big study or topic and then see this change to green as the study or year progresses.

During the time that pupils are in a class they have the opportunity to reach mastery level in all objectives although the school expects most pupils to achieve the appropriate learning outcomes for their age and ability during each Big Study or topic. Summative assessment will be based on work generated for the big share and standardised and moderated English and maths assessments. Much of the evidence to support teachers' judgements will be found in pupils' workbooks, in pupils' ability to articulate their learning, during their 1:1 Learning Conversations, in their ability to contribute to discussion and in the progression of their learning skills.

Staff will be trained to carry out the assessments fairly and against appropriate learning outcomes, through a regular moderation process, and how to record this using the Atelier 21 rubric of 'I can' statements. Pupils will be partners in the assessment process and will be able to self-assess their learning against the 'I can' statement in the Pupil Progress Portfolios.

Aims

- To ensure that pupils achieve well and make at least good progress from their individual starting points
- To ensure that the school provides equal access to educational opportunities to all pupils
- To ensure that all pupils benefit from a broad and balanced curriculum
- To help pupils' understand that the focus is on their progress not their ability to produce correct answers or complete a worksheet
- To provide clear guidance for teachers and parents
- To allow pupils to be self-evaluative, set personal goals and pursue their own interests
- To ensure that pupils deepen their understanding in all areas of the curriculum
- To provide information about the achievement of individual pupils in order to provide well-targeted support and challenge for pupils' of all abilities
- To inform differentiation.

Objectives

- Observation will take place during every lesson and will be carried out by teachers and teaching partners
- Teachers may focus on an individual or group or on a specific activity
- Teachers will document their observations of the pupils' learning.
- Pupils will be encouraged to be self-evaluative and focus on their strengths, they will identify learning goals and learning powers, in partnership with the teacher and focus on these during future activities
- Pupils will be encouraged to see mistakes as learning opportunities and they will recognise that quick solutions are not always the best solutions
- Pupils' are assessed from their individual starting points so it is possible for a pupil in Year 1 to be working at Year 2 learning outcomes in some areas, it is equally possible that a few pupils may not reach all of the Year 1 outcomes but will still make progress from their individual starting points
- Pupils with special educational needs and disabilities will be provided with the support and resources to access the curriculum and make the same progress as their peers.

Methodology

The curriculum is organised into schemes of learning for each subject and Big Study. The schemes of learning are arranged into the key learning outcomes for each year group and any activity can provide evidence of pupils' achievement. The learning outcomes are taught through Big Study workshops, mastery workshops and SDL workshops. Teachers ensure, through their interactions with individuals, that pupils have opportunities to achieve the outcomes at emerging, developmental or mastery level. Outcomes are colour coded and there will be opportunities to deepen knowledge, skills and understanding throughout the year.

Teachers will collect summative data through;

- EYFS profile
- Phonics screening check
- Standardised reading tests
- Skills assessments
- NFER tests, at the request of parents
- Outcomes of formative assessment
- Learning Conversations

Teachers will collect formative assessment information through;

- Evaluating pupils' work
- Discussions with pupils during lessons or 1:1 assessment reviews
- Observing pupils and listening to their collaborations
- Pupils' presentations to a class or group
- The process or outcomes of collaborative and independent work
- Pupils' ability to review and improve their work, to learn from mistakes and to be resilient
- Pupils' ability to self-evaluate and set learning goals
- Pupils' ability to ask questions, find evidence, review results and test for accuracy
- Pupils' individual learning plans

All pupils will be invited to attend a taster day as part of the application process, unless they are transferring from a Little Barn Owls nursery. The taster day will help the school to assess pupils' readiness for learning, reading and communication skills and attitudes to school.

On entry to the school, teachers will use baseline information, including, where appropriate, the EYFS profile, phonics screening check, standardised reading tests, summative assessment data from previous years, previous school reports and the child's own assessment of what is already known about the topic, to set learning goals for pupils. The learning goals will be set with the pupil during 1:1 learning conversations. Pupils will identify what they already know and what they want to find out at the start of each big study or project. Pupils can complete this task as a piece of non-narrative writing or as a diagram. Pupils will use this assessment to inform their research and planning and to review their achievement in terms of knowledge, understanding and skills. They will review their learning at the end of each project in their Pupil Progress Portfolio. Teachers will use these assessments to track pupil progress, to provide differentiated support and to ensure that pupils develop a broad and balanced understanding of a topic.

Feedback

Teachers will review pupils' work and provide oral or written feedback which will help pupils deepen their understanding. Feedback is developmental and should be used to focus pupils' attention on what they have achieved and support or challenge them. Feedback should always recognise what has been achieved, including the progress that has been made, and provide no more than one improvement point, 'Two stars and a wish' will be used throughout the school. Where possible feedback should be carried out with pupils. Pupils will also be encouraged to peer assess each other's work with the same 'two stars and a wish' method. Feedback will highlight spelling errors where appropriate, it will recognise pupils' achievements in using subject specific vocabulary or interesting descriptive vocabulary. Pupils may be encouraged to add the word (with correct spelling) to a class word-wall or to an individual word bank. Teachers may correct the use of grammar or the organisation of writing but the main focus of any feedback should be on the subject specific focus of the activity. Teachers should always highlight inaccurate information and probe any misconceptions which may lead to confusion at a later date. Feedback, including spelling and grammar is carried out by teachers and teaching partners.

Feedback opportunities include;

- Reading pupils' work and discussing it with the pupil, providing oral or written comments
- Identifying spelling errors in commonly used words
- Identifying effective use of subject specific or descriptive vocabulary
- Identifying the process of learning and the progress which has been made
- Identifying when and how a learning outcome has been reached and signposting evidence
- Helping pupils' to review their work and improve it before marking takes place

Pupils' books are to be used as developmental note books/journals. We expect to see high standards of presentation, spelling and handwriting. Books should show the process of learning, including pupils' notes and ideas and the first versions of tasks and will record the process of learning over time rather than a series of one off activities.

Class R, Yr1 and Yr2: Evidence Me Software by 2Simple

2Simple's application Evidence Me, allows EYFS and KS1 teachers and teaching partners to document, photograph and comment on a pupil's developing work, the way they are working and on final pieces of work. Each time a member of staff enters a piece of documentation or comment, Evidence Me searches the EYFS and matches what has been entered to a single or variety of objectives. This will inform formative assessment as it will record the framework coverage so that staff can identify what has been covered and how to move forward with planning.

It also gives staff next steps via the *Teach Next* option for each pupil based on what they have covered already and how many times a pupil has hit the same objective. Staff can also identify from the framework coverage which individual pupils we need to develop further. Evidence Me has a flightpath generator so that we can view each pupil, check that they are making the expected progress and to highlight areas that need further development for each individual.

Evidence Me can also be used at the end of a project for summative assessment as it will record the EYFS objectives covered in a piece of work and generate feedback about pupils' achievement using the descriptors: emerging, developing, mastering. Progress and coverage of the EYFS can be viewed for individual pupils and for a whole class.

In KS2 and KS3 classes, teachers and teaching partners will assess the progress of pupils against the Learning Outcomes for each subject and Big Study in their books and in their Progress Portfolio. Each time a piece of work is undertaken in their Learning Books, pupils will be given feedback using the two stars and a wish system that they will be given reflection time to edit their work. Pupils will work with the teachers and teaching partners to generate verbal and written feedback suggesting next steps on the slip.

All assessed work will be moderated weekly by the Subject Leads to ensure consistency and that standards are being met. Any pupils with SEND will have these needs taken into account and will be reflected in the feedback accordingly.

Reporting to parents

The results of formative and summative assessments will be reported to parents during thorough termly parent's consultations and written reports.

Pupils with special educational needs and disabilities (SEND)

The school recognises that not every child with SEND has a disability and not every child with a disability has SEND, however, there are cross overs between the two groups. The school is committed to ensuring that all pupils, whatever their starting point, are provided with the activities, resources and support which help them to access all areas of the curriculum and progress at the same rate as their peers. The school uses assessment information to identify any lack of progress or developmental issues which may indicate the need for further assessment. Parents are always involved in any discussions about children's progress or the next steps to be taken in their education.

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