



a revolutionary response to school

Assessment Policy

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, following our enquiry cycle. 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, recorded using success criteria, 'I can statements' and assessed using an Emerging, Developing or Mastery grade in the lower, primary school and International Baccalaureate assessment criteria 1-7 in the upper, secondary school.

Whole School 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 allow pupils to become globally minded citizens with the ability to reflect on their personal achievements and contributions.

Objectives

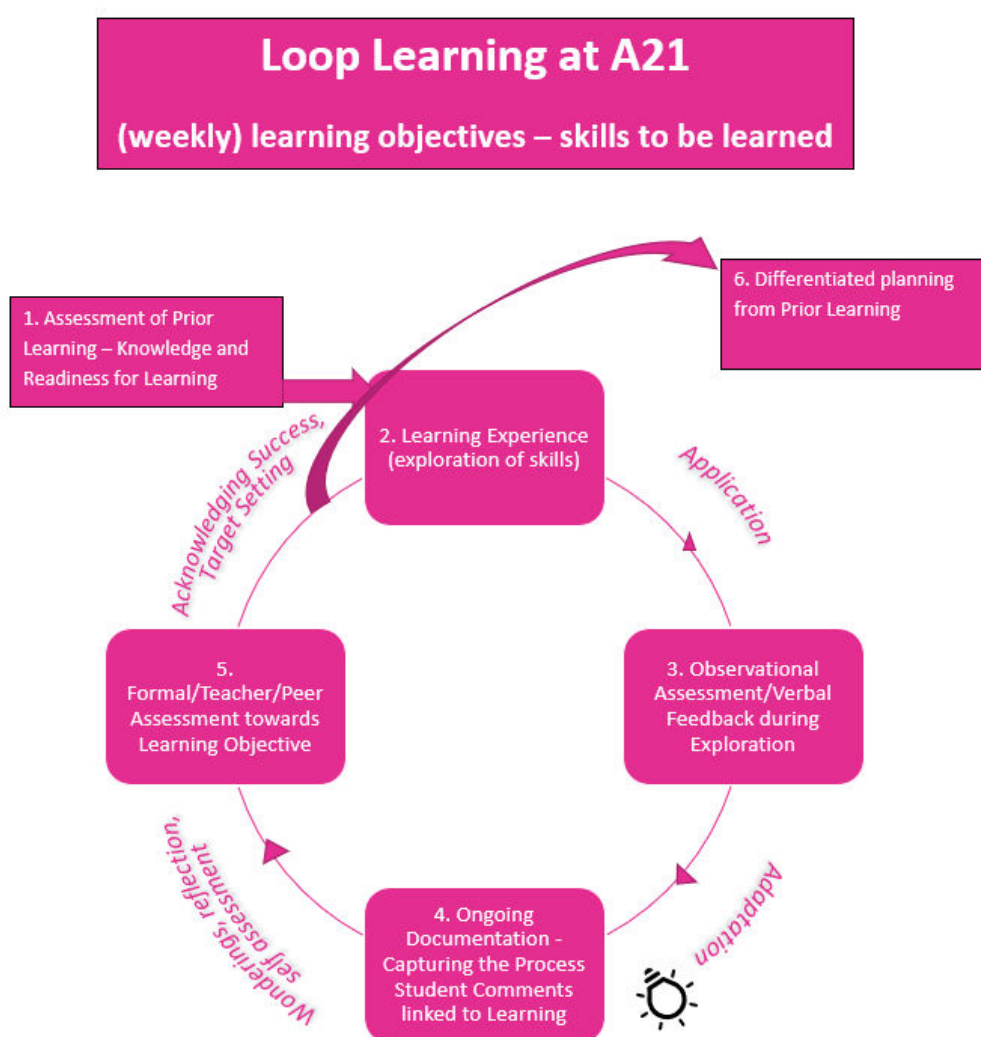
- Observation will take place during every lesson and will be carried out by teachers and teaching partners
- Teachers may focus on an individual or group or on a specific activity
- Teachers will document their observations of the pupils' learning.
- Pupils will be encouraged to be self-evaluative and 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

We aim to ensure that all assessment is ongoing, facilitates the learning and measurement of significant knowledge, skills and understanding, differentiated, varied and diverse and incorporates feedback as an essential step for improvement. We aim to provide opportunities to assess in authentic real-world scenarios as much as possible. All teachers refer to the Atelier Loop Learning cycle to inform sequential learning and progression.



Entry to Atelier 21

On entry to the school, teachers will use baseline information, including, where appropriate, the EYFS profile, phonics screening check, standardised reading and spelling tests, CAT4 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 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.

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.

Data Collection for Assessment

Teachers will collect data through;

- EYFS profile
- Phonics screening check
- Standardised reading and spelling tests
- Skills assessments
- Baseline data
- NFER tests, at the request of parents
- Outcomes of summative 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

Reception, Yr1 and Yr2: Evidence Me Software by 2Simple

Presently at Atelier 21 teachers of EYFS and KS1 can use Evidence Me to assist in formative assessment. 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.

Formative Assessment at Atelier 21

Formative assessment is a continuous and evaluative process of a pupil's knowledge as they learn. Formative assessment is characterised by:

- evaluating the learning process and the progress a pupil is making
- being a collaborative process as it measures a pupil's progress and the effectiveness of the teaching method
- not being measured against a standard but against individual targets set by the pupils with their teachers and mentors
- gathering actionable feedback that improves overall teaching and learning
- working as a diagnostic tool for areas for development.

Formative Assessment at Primary Level

The primary curriculum is organised into schemes of learning for English and Literacy, Maths, Science, Art, Music, PE, ICT and Big Studies. The schemes of learning are arranged into the key learning outcomes for each year group, from the National Curriculum and any activity can provide evidence of pupils' achievement. The learning outcomes are taught through Big Study workshops, mastery workshops and SDL workshops. This will take the form of the Inquiry Cycle that begins with Tuning, Finding Out, Creating and Producing, Presenting and Evaluating. Formative assessment opportunities will be highlighted in each subject Project Based Learning Plan.

Formative assessment is 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 (EDM). 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 are primarily assessed by their readiness to learn and have the opportunity to reach mastery level in all objectives. The school expects most pupils to achieve the appropriate learning outcomes for their age and ability during each Big Study or topic.

During a project, class and subject teachers will regularly carry out formative assessments. In KS2 classes, teachers and teaching partners will assess the progress of pupils against the Learning Outcomes for each subject and Big Study in their books. Work undertaken in their Learning Books, will be given regular feedback using the two stars and a wish system. 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 in their books.

Formative Assessment at Secondary Level: The IB Middle Years Programme

In the Middle Years Programme the curriculum is organised into units for each subject group with clear, criterion-based assessment objectives. Teachers ensure, through their interactions with

individuals, that learners have opportunities to achieve the outcomes at grades 1-7. There will be opportunities to deepen knowledge, skills and understanding throughout the year.

The Atelier 21 assessment philosophy will continue in the upper secondary school with the IB Middle Years Programme. Learners in the upper school will study eight discrete subject groups: Language and Literature, Maths, Science, Integrated Humanities, Visual and Performing Arts, Design, Language Acquisition (Spanish) and Physical and Health Education. These subjects will be studied from Year 7 – 11 (MYP1-5). Additionally, learners will complete the IB Personal Project in Year 10 and 11, participate in at least one Interdisciplinary Unit per year, and complete Community Projects in Year 7 and 8.

Learners will complete 3-4 units in each subject group annually based on the six global contexts: Identities and Relationships, Fairness and Development, Personal and Cultural Development, Globalisation and Sustainability, Orientation in Time and Space and Scientific and Technical Innovation.

Learners will be assessed formatively throughout each unit and will undertake a summative assessment at the end of each subject's unit. Formative assessment can take the form of written or oral feedback from teacher to learner, self and peer critiques, tests, and criterion-based assessments.

Although the IB assessment criterion and rubrics will primarily be academic in focus, an integral part of the Middle Years Programme is the students' ability to demonstrate and develop themselves as lifelong learners and will also reflect on the IB learner profile (Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective) and the 5 Approaches to Learning (Thinking, Self-Management, Research, Communication, Social).

Summative Assessment

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a term or unit. They are characterised by:

- final projects are used to determine whether learners have learned what they were expected to learn and to determine whether and to what degree they have learned the material they have been taught.
- summative assessments are generally evaluative, rather than diagnostic and will inform the next steps in a teacher's planning to ensure progression and sequencing.

Summative Assessment at Primary Level

Summative assessment, for each subject area, in the lower school will be based on work generated for the Big Share and standardised and moderated English, maths and science 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. This will be further evidenced through documentation videos recording the pupils' learning experiences and reflection documentation in their workbooks or Pupil Progress Portfolios.

At the end of each term pupil's work will be assessed summatively and moderated by Subject Leads throughout the year. Class teachers, guided by Subject Leads, will create varied assessment tasks for pupils to demonstrate the knowledge and understanding gained throughout the term's work.

Pupil's work will then be exhibited and displayed in our termly Big Share attended by the wider Atelier 21 community.

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 or subject workbooks.

Summative assessment at Atelier 21 will, as much as possible, reflect the 100 Languages of Children (Loris Malaguzzi). Pupil's summative work can be - but not limited to - projects such as:

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|------------------------|---------------------|---------------------|
| ● Audio recordings | ● Debate | ● Mural |
| ● Animation | ● Demonstration | ● News Report |
| ● Art work | ● Diorama | ● Newspaper article |
| ● Blog | ● Film | ● Prezi |
| ● Creative Non-Fiction | ● Graphic Organiser | ● Product |
| ● Collage | ● Interview | ● Scavenger Hunt |
| ● Comic Strip | ● Kahoot quiz | ● Social Media Post |
| ● Commercial | ● Magazine | ● Time Capsule |
| ● Concept Map | ● Map | ● Video Game |
| ● Dance | ● Mode | ● Website |
| | ● Monologue | ● YouTube channel |

Summative Assessment at Secondary Level: The IB Middle Years Programme

The criteria below represent the knowledge, understanding and skills taught throughout year 7-11 in all subject groups.

Subject Groups	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analysing	Organizing	Producing text	Using language
Spanish Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts

Visual and Performing Arts	Knowing and understanding	Developing skills	Creating and performing	Reflecting and evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Personal Project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesising	Reflecting	

Each criterion will be assessed at least twice in all subject areas. Each criterion is based on a 0-8 scale. At the end of each academic year, learner's grades are converted into a 1-7 final grade, based on the following scale:

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

Rubrics for each subject area are differentiated for MYP 1-2 (Years 7-8), MYP 3 (Year 9), and MYP 4-5 (Years 10-11). This allows for a natural progression of deeper learning.

At the end of each unit students will undertake a summative assessment of MYP GRASPS (Goal; Role; Audience; Situation; Product; Standards) in each subject group. Assessments will be presented with a real-world context in the form of GRASPS reflecting on the objectives and assessment criteria of each subject.

All learners are familiar with a subject's assessment criteria and have access to them at all times. Teachers dedicate time to explain subject specific criteria to students. The relevant assessment criteria are known to students before a task is carried out and assessed. Learners are provided with success criteria before creating and developing their product.

The aim of assessment is to identify strengths and weaknesses, so that the learner can become a better learner. In all subject groups, summative assessments use subject specific criteria and are assessed using the 'best fit' method. While assessing learners' work, teachers evaluate the collection of levels achieved throughout their units and use their professional judgement to allocate an overall band where the student 'best fits' the descriptor. For example, if in three out of four units a pupil has achieved a 5 or 6 out of 7, and for one unit has scored a 3, their teacher would use their judgement to best fit them in the 5 or 6 band. Summative assessment for all grades is given in numbers (not grades) per criterion. The numbers indicate the level of achievement of the subject specific criteria numerically and are based on the subject specific criteria descriptors. This will be fed back to parents via termly reports.

Summative assessment of collaborative work is conducted on an individual basis. At Atelier 21, We encourage collaborative work as a vital learning power, an important approach to learning and a skill valued in the workplace. As such, it is often used during formative assessment, in order that students grow together, building on each other's learning. We do not, however, base summative assessment on shared group levels. Each student's summative assessment within a group is conducted on an individual basis.

Summative assessments can take the form of:

- **Observations:** The teacher observes the student in class, assessing their demonstration of skills and knowledge;
- **Performance assessments:** Learners demonstrate their understanding by completing a set task. Examples include essays, lab reports, presentations, debates, podcasts, performances, videos etc.;
- **Selected responses:** Learners demonstrate their understanding by responding to closed questions. Examples include quizzes and tests;
- **Portfolios/process journals:** Learners collate their work to demonstrate the process of learning and reflect upon the process. This is particularly useful for showing the progression of skills over time. Subjects such as Visual and Performing Arts, Design, Language Acquisition (Spanish) and PHE incorporate these modes of assessment.
- **Interdisciplinary Unit (IDU) Assessment:** Learners are assessed on their disciplinary grounding, and the way in which they can synthesise, evaluate and reflect on their learning from both disciplines. This assessment is carried out by teachers from both relevant subjects.
- **E-Assessments MYP 5 (Year 11):** To be awarded the International Baccalaureate Certification learner are required to sit online exams for Language and Literature, Maths, Science, Individuals and Societies, Language Acquisition and the Interdisciplinary Unit. These are sat and invigilated in school and assessed externally by the IB. Additionally, learners will submit an e-portfolio in either Arts, Design or PHE, and complete the Personal Project. Students will achieve a grade out of 7 for each subject and should they achieve a grade 3 or above in each e-assessment and e-portfolio they will be awarded the International Baccalaureate Certification. To continue on to A-Levels most institutions require a grade 3 or above, however, individual pupils will be given entry requirements for the next stage of their education, depending on the institution and course. The MYP is a DfE approved program, with GCSE equivalency research producing the following grade comparison:

IB Grade	GCSE Grade
7	9
6	7/8
5	6
4	5
3	4
2	3/2
1	1

Personal Project

In Year 10 and 11 (MYP 4 and 5) learners have the opportunity to complete a Personal Project devised and directed by their own interests and skill sets.

To allow sufficient time for this intensive process, learners begin the Personal Project during Year 10 and complete it in Year 11. They will identify a learning and product goal and success criteria before applying ATL skills to create a product, while reflecting throughout the process. Learners are assigned a teacher as supervisor, who guides them through the numerous steps of the process, which requires a minimum of 25 hours. Learners maintain a process journal and express their learning through the creation of a final product. They produce a final report which is internally assessed by teachers and externally moderated by the IB.

This project provides an excellent opportunity for learners to consolidate and demonstrate the core elements of the MYP. The project is inquiry based, requiring students to identify their prior knowledge and think critically as they go in search of new knowledge. It encourages development of the IB Learner Profile traits, as they become self-sufficient inquirers and agents of their own learning. It also promotes a wide variety of ATLs and requires students to reflect on how these skills have developed over the course of the project.

Both formative and summative assessment in the MYP include a broad range of assessment tasks and considers the different learning styles of the students. We aim to create a good balance between the assessment of skills and of conceptual understanding.

Upper School reporting to parents

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

- **Student-led Conferences** take place during the Autumn and Spring term. This is a 10-minute conference, involving learners, parents/guardians and teachers. This is an opportunity for learners to present their reflection on growth, celebrate successes and areas of further growth, and set goals, while using evidence of their learning to support their claims. Each conference will include an opportunity for parents/guardians and teachers to ask questions of the learner.
- **Reports** are sent home three times a year.
 - Autumn term: A summary report showing the learners' progress in the year so far. This will include a 1-7 grade for each subject area and a comment on personal development from the learner's mentor.
 - Spring Term: A summary report showing the learners' progress in the year so far. This will include a 1-7 grade for each subject area and a comment on personal development from the learner's mentor.
 - Summer Term: A summative report. This will include detailed teacher comments, a 1-7 grade for each subject area, a comment on personal development from the learner's mentor and a member of SLT.
- **Individual Parent-Teacher Meetings** are scheduled, when necessary, upon the request of either the class teacher or the parents/legal guardians.

Recording and Reporting for the MYP

Atelier 21 uses ManageBac, an MIS able to record and track all planning, assessment tasks and data, as well as the ability to generate report cards directly linked to the uploaded data on Managebac. Parents receive log-in details and can view their child's progress throughout the school year including units, tasks, deadlines, teacher feedback, work completion, and grades.

Learners with special educational needs and disabilities (SEND)

The school recognises that not every learner with SEND has a disability and not every learner with a disability has SEND, however, there are crossovers between the two groups. The school is committed to ensuring that all learners, 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 learners' progress or the next steps to be taken in their education. For E-Assessments any students with diagnosed SEND needs will be able to apply for access arrangements through our MYP Coordinator.

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