



NATIONAL ONLINE SCHOOL

Assessment Policy

Approved by TCES Operational Board on behalf of

Thomas Keaney, CEO and Schools' Proprietor

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This policy applies to the TCES National Online School

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Introduction

TCES National Online School believes that assessment is a vital part of the learning process. Many of our pupils have had poor experiences at school and for whom formal assessment may be emotionally triggering, they may also have been out of formal education for some time and have mental health issues that will have impacted their levels of attainment. Assessment is ongoing and considers the pathway of each individual student, as such it is intuitive and dialogic. Assessment is a diagnostic, formative, and summative process. It provides a snapshot of a young person's attainment and provides information to help the teacher plan the next stage of an individual or group's progress and to develop further the work of the students. It helps the school demonstrate to its partners the quality of its provision and it helps teachers demonstrate the quality of the teaching and learning in their lessons.

Our assessment Aims:

- To establish an agreed, consistent framework within which teachers can continue the systematic development of formative and summative assessment.
- To encourage positive achievement and personalised learning for students.
- To ensure our teachers are assessing and monitoring work on a regular and accurate basis.
- To stimulate dialogue between all involved in the student's education, in particular school staff, local authorities, students, and their parents/carers.
- To be able to track student progress, benchmarked against prior learning and national expectations and then to act upon findings.
- To raise the standards of attainment of all students within the school and to improve their academic and social achievement.
- To establish a consistent approach to behaviour and social skills.
- To remove any barriers or inhibitors to learning.

Policy Framework:

- The National Online School will demonstrate each student's progress from their starting point. We will establish the student's attainment levels on entry using a variety of methods. We are aware that each student will have different needs and barriers to assessment and learning.
- We will establish the pupil's attainment on entry **within the first half term** of the pupil attending the school. Baseline assessment tools created by our education team are available to staff on the TCES intranet. The assessment tests are differentiated by subject and level and include a numerical score-led key to determine which year group level or qualification level the pupil is working at or towards. We also have learning platforms such as BKSB, Rising Stars (Hodder) PiRA (reading and comprehension), GAPS (grammar, punctuation, and spelling) and PUMA (Maths) which can be used, if applicable, to assess of the current status of the pupil. We recognise that assessments must be carried out in a way which is conducive to the individual. Many pupils may

need assessment criteria delivered as an activity-based lesson rather than a written test. The results will be used to determine the pupil's academic targets and will help to form their Individual Education Plan.

- We will assess students in the core subjects and in other curriculum areas they might be studying using appropriate subject assessments each term. These will include tests, presentations, extended writing, and practical work.
- Teachers must use an assessment for learning/ formative approach to all feedback including SMART targets. It is the advice of SLT that Student work will be marked with positive and next steps comment. Feedback is specifically addressed through DIRT
- Assessment will be used to inform learning and action plans recorded for students who are underachieving.
- Our developing curriculum model provides a sequential list of success criteria in each subject which can be used to track student levels and progress as well as identify any gaps.
- This will be tracked and monitored within the evaluation section of 6-week lesson plans.
- 6-week lesson plans are reviewed, and progress is assessed by SLT according to a 5-point scale in response to each students' personal learning and development targets which are determined by EHCP outcomes and clinical recommendations.
- Book scrutiny is carried out by SLT once per half term. This includes monitoring the quality of teacher feedback and target setting.
- Daily monitoring of attendance data is an essential step in monitoring both safeguarding and the likelihood of academic progress.
- A portfolio of exemplary work from each student is maintained on SharePoint, one piece added per student, per half term.
- Two learning Walks per half term and two lesson observations per year are carried out by SLT
- Weekly Clinical Inclusion Meetings also take into account academic engagement and progress using lesson planning and reflection notes from 6 Week Lesson Plans
- Mock exams and final exams will be taken at appropriate junctures dependent on the individual student enrolment timescale.
- Exam results are held on a master spreadsheet and collected by SST for central analysis.
- Evidence of monitoring and assessment of a young person's work should be clear and unambiguous for the benefit of students and parents/carers.
- Purely subjective criteria and perceived effort can be rewarded but are not part of the formal assessment.
- Following the assessments, discussion should follow involving teaching staff and students making clear the level the young person is working at and what they need to do to improve their work to the next level/grade.
- Teachers' planning will take account of the outcomes of the assessments and will show teaching that meets the needs of all the students, either individually or in the group/class.

- Teachers' reports will include evidence of the level/grade the student is working at, the progress they have made and what they need to do to move to the next level/grade. Age levels will not be referred to as such.
- Each student's progress will be discussed in the half termly review meeting. This meeting will include the teacher, SLT, Clinical member and additional support where this is in place.

Assessment of learning will:

- Provide a summary judgment about what a young person can do or has learned at a specific point in time.
- Provide a summary judgment about the progress of the young person against their EHCP academic target.
- Establish a database against which the student's and the school's performance can be judged against national standards.
- Show independent learning by students.
- Inform the target setting process.
- Inform subsequent intervention.
- Promote success for all.
- Support the target-setting process.
- Enable continuous reflection on what students know now and what they need to do to progress.
- Raise standards by an individually challenging EHCP termly target.
- Provide documentary evidence of termly progress for distribution to students and their parents/carers.

The teacher will:

- Identify gaps in the student's skills, knowledge and understanding.
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning.
- Implement strategies to accelerate progress and narrow the gap with their peers nationally.
- Mark and measure accurately against grades and levels
- Provide continuous oral and written feedback which identifies strengths and the next step(s) for improvement.
- Promote student involvement in self-assessment.
- Act on insights gained to inform curricular targets.
- Adjust schemes of work and plans following results from assessed work.
- Make standards and objectives explicit to students.
- Promote inclusion by attending to all students' learning needs, particularly for students who are at risk of underachievement.
- Engage students in rich questioning.

The student will:

- Be able to gauge their own performance against their own prior attainment.
- Know what standards and expectations are required of them.
- Know what to do to improve.
- Gain confidence, motivation, and self-esteem as a learner.
- Improve own self-evaluation skills.
- Make progress.

Assessment for Learning

Assessment is an integral part of the learning process and will be present in an on-going and continuous process. Students and staff will be supported through the following strategies:

- Assessment criteria will be available to students.
- Model answers must be available to young people as a comparison.
- Learning objectives should be clearly displayed in all lessons.

Good assessment practice will:

- Enable the active involvement of students in their own learning by providing effective feedback which closes the gap between present performance and future standards required.
- Promote the self-esteem of students through a shared understanding of the learning processes and the routes to improvement.
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how these young people learn.
- Provide information which can be used by teachers and managers as they plan for individual students and classes.
- The Curriculum and Assessment Steering group consisting of SST and SLT staff will be maintained and meet on a fortnightly basis to monitor, evaluate and work strategically to ensure the quality of assessment across the company.

Success Criteria

- Assessment is linked to subject schemes of work.
- All students have an awareness and understanding of the assessment criteria and the process.
- Students and staff feel confident in the accuracy of the assessments and the integrity of the process of setting targets for continued progress.
- Staff assess and monitor accurately student's work on a regular and frequent basis.
- Effective use of prior data by teaching staff and students to ensure they are aware of and understand the rationale and process.
- Raised standards of attainment for all students and improved self-esteem.