**Assessment Policy**

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| **Approved by:** | SLT | **Date:** |  |
| **Signed by:** |  | **Position:** | Head |
| **Last reviewed:** | December 2023 | **Next review due:** | September 2025 |

**Monitoring arrangements**

This policy will be reviewed at least every two years but may be subject to review at the Headteacher’s discretion at any time

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| Author: Liz Cooper | Title: Assessment policy | Ref: | Date: November 2024 |
| Inclusion Education is the working name of Inclusion Hampshire CIO registered number 1162711 | | | |

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# Aims of This Policy

The purpose of this policy is to provide guidelines and procedures for the assessment of students at Inclusion College. It aims to ensure that assessments are fair, reliable, and valid, and that they support student learning and progress.

This policy applies to all students, staff, parents, and the wider Inclusion community involved in the assessment process within Inclusion College.

This policy adheres to the following UK government legislation:

* Education Act 2002.
* The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Inclusion College ensure that the Assessment policy reflects the unique characteristics and aspirations of our students by conducting regular and comprehensive needs analysis, to identify the specific requirements and challenges.

## 1.1 Principles of Assessment

* Assessment for learning: Using assessment to support student progress and growth.
* Fairness and equity: Ensuring that assessments are unbiased and accessible to all students.
* Validity and reliability: Ensuring that assessments accurately measure what they intend to measure.
* Transparency: Communicating assessment expectations and criteria clearly to students and parents.

# Roles and Responsibilities

## 2.1 School Leaders

* Develop and implement the Assessment policy.
* Ensure compliance with legislation and best practices.
* Provide training and support to staff.
* Monitor the effectiveness of this policy.
* Provide staff training on the implementation of the Assessment policy and a comprehensive training programme that covers the key principles and practices of the assessment policy.
* Provide opportunities for staff to engage in collaborative discussions, share best practices, and receive ongoing support and feedback.
* Ensure that all staff members feel confident and competent in implementing the Assessment policy effectively.

## 2.2 Teachers and Tutors

* Administer assessments in accordance with the policy.
* Provide timely and constructive feedback to students.
* Use assessment data to inform teaching and learning strategies.
* Collaborate with colleagues to ensure consistency in assessment practices.

## 2.3 Students

* Actively engage in assessments.
* Seek clarification when necessary.
* Reflect on feedback to improve their learning.

## 2.4 Parents and Carers

* Support their child's engagement in assessments.
* Communicate with staff regarding their child's progress.
* Attend reviews and meetings to discuss assessment outcomes.

# Assessments

## 3.1 Types of Assessments

Formative assessments: Ongoing, informal assessments used to monitor student progress and provide feedback for improvement.

Summative assessments: Formal assessments used to evaluate student learning at the end of a unit, term, or academic year.

## 3.2 Assessment Methods

* Written tests/exams.
* Oral presentations.
* Practical demonstrations.
* Projects.
* Portfolios.
* Observations.

## 3.3 Assessment Criteria

* Clear and specific criteria should be provided to students before assessments.
* Criteria should align with learning objectives and outcomes.

## 3.4 Marking and Grading

* Marking should be fair, consistent, and transparent.
* Grading should be based on predetermined criteria and communicated to students and parents/carers.
* Inclusion College ensure consistency in assessment practices by establishing clear and consistent guidelines for assessment practices, and encourage regular collaboration and moderation among staff to align expectations and ensure a shared understanding of assessment standards.

## 3.5 Feedback

* Feedback should be timely, constructive, and specific.
* Feedback should highlight strengths and areas for improvement.
* Feedback should be given in a variety of formats (written, verbal, etc.).

# Implementation Strategies

## 4.1 Assessment Calendar

Assessments are spread evenly throughout the year.

Inclusion College will consider the workload and stress levels of students when scheduling assessments.

* 1. **Assessment Data**

Using assessment data to inform teaching and learning strategies.

Inclusion College has a systematic process for analysing assessment data, identifying trends, and using this information to inform instructional decisions.

## 4.3 Training and Professional Development

Provide training to teachers on effective assessment practices.

Inclusion College provide professional development opportunities for teachers to enhance their data analysis skills and support them in translating assessment data into actionable strategies.

Offer opportunities for teachers to collaborate and share best practices.

## 4.4 Communication

Communicate the Assessment policy and procedures to all stakeholders.

Provide regular updates on assessment schedules and outcomes to parents/carers.

# Review Mechanisms

## 5.1 Evaluation

Regularly evaluate the effectiveness of the Assessment policy.

Gather feedback from students, staff, and parents/carers to inform improvements, including an annual curriculum review and weekly pre-verification of resources across the curriculum.

## 5.2 Monitoring

Monitor the implementation of the Assessment policy to ensure compliance and identify areas for improvement.

## 5.3 Review Cycle

Inclusion College has established a review cycle for the Assessment policy, ensuring it is kept up-to-date, with changes in legislation and best practices.