

Catch22 Independent School Policy

Assessment Policy, Secondary Alternative Provision

Catch22 Include School Norfolk

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This policy will be reviewed every 4 years.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Jamie Nielsen (Headteacher)
Queries to:	Jamie Nielsen (Headteacher)
Date created:	August 2020
Date of last review:	August 2025
Date of next review:	August 2027
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	n/a

Catch22 Independent Schools

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments • Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. • Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development Relationships beat structures • Treat pupils as individuals and help them to build bright futures in both their personal and professional lives Things about you, built with you, are for you • Understand pupils' unique needs and help them overcome their barriers to learning • Engage pupils with a broad and rich curriculum so they can realise their ambitions • Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve. Unleash Greatness • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training and employment Let robots be robots and humans be human • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline. Incubate, accelerate, amplify Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.	

1. What is the policy about?

Assessment is a fundamental process in schools and is monitored in order that the best possible support and opportunity is provided for pupils. Effective assessment allows them to receive feedback on their learning, to know how to improve and allows staff to plan lessons effectively based on the needs of the pupils.

There are different types of assessment; formative assessment is the ongoing formal and informal assessment carried out lesson by lesson, and topic by topic. This kind of assessment allows for focused work and activities based on the current abilities of a pupils allowing also for stretch and challenge. Summative assessments are formal assessments of progress and allow for formal identification of achievement.

This policy sets out how we undertake assessment across Catch22 at Secondary (AP) level. It will

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Who does this policy apply to?

This policy is for all staff, parents, carers and pupils. It is also for governing bodies, LA and other commissioning bodies.

- The headteacher is responsible for distributing the policy and monitoring its use and effectiveness.
- Staff are responsible for implementing this policy
- The Local Governing Body will hold leaders to account in the implementation of this policy.
- The Trust will lead in monitoring the application of this policy

3. Policy requirements

The Secondary National Curriculum sets out the content to be covered and we plan our teaching around these objectives, ensuring skills and knowledge are understood and then built on over time. We also revisit objectives to ensure that they are fully understood and to support moving them to long term memory.

We review learning through our marking and formative assessments, and plan our future sessions based on this.

3.1 How formative assessments are made (assessment for learning)

- By observations of pupils at work and on task
- By interaction with pupils in completing activities
- Through pre-planned questioning/discussion with pupils
- Through photographing / audio taping learning in progress
- Through the examination of pupil's written learning in exercise books
- When hearing pupils read aloud
- Weekly low stakes mini tests such as times tables & spelling

3.2 Baseline assessments

Our school takes pupils in KS3 and 4, and upon entry will sit baseline assessments. This final benchmark will be aggregated around some or all of the following

Two weeks of engaging in lessons attempting a range of tasks and activities, with a variety of approaches and using the classwork produced as a result

An end of topic test based on these two weeks of learning

Previous relevant exam papers (KS4) (full or partial)

This data is collected and a baseline grade is entered into SIMS for that subject. From this a minimum target grade is determined for the end of KS4, using the expected rate of progress as being two steps a year.

At KS3 we use a system called IDEAS, which grades pupils on their learning skills, allowing us to focus on developing the ability of a pupils to progress from learning knowledge to using and applying knowledge and is based on Blooms taxonomy. Appendix 1 has the definitions of this, along with how these are recorded in SIMS

At KS4 we use exam board grades for the qualification being studied- (1-9 GCSE, or E1-3, FS 1-2)

3.2 Half termly data capture

Each half term, there is an update into SIMS, which is graded only to monitor progression. This data is shared with parents and in termly reports.

From the half term data drop, staff analyse the data and celebrate progress and put into place interventions to support pupils to meet their targets.

3.3 Summative assessments (assessment of learning)

In addition to formative assessments, some summative assessments are also used.

Baseline

- Upon starting with us, pupils will sit several summative assessments as detailed below
- Reading age: YARC
- Spelling age: LUCID
- YARC will be repeated 3 times per year
- Mental & emotional wellbeing: Motional
- Motional will be repeated termly

Internal

Formal testing takes the form of end of topic tests, end of year tests, mock exams every half-term, and formal mocks in preparation for the actual exams.

External

Pupils from years 9 to 11 will sit external exams as appropriate for them. Our year 9 pupils will only sit entry level exams, and do not start GCSE courses until year 10.

Years 10 and 11 may sit functional skills exams and GCSEs depending on ability.

3.5 Target setting and tracking

Pupil's KS2 data is used to provide an aspiration target for KS4 outcomes. Whilst acknowledging that our pupils have faced additional challenges in their learning since this time, our staff are mindful of this potential. We also use our own baseline, based on where each pupils is 'at' when they start with us to set their minimum target grades, expecting the same rates of progression. Staff and pupils will be aware of these grades to guide them in their learning journeys.

3.6 Marking

Our assessment policy is closely linked to our marking policy, which sets out our ethos around marking and also the requirements for marking according to clear outcomes. This enables us to give clear feedback to pupils to help them to understand how to improve to ensure they meet the learning intentions of a session. The regular feedback within a lesson and as part of book marking is focussed around providing feedback which will support pupils to become successful learners.

3.7 Reporting procedures

Information goes onto the SIMS system, and is shared with the CLL and SLT. Exam test results are reported to the relevant exams board.

4. Related policies

- Curriculum policy
- Marking policy
- SEND policy
- Literacy and numeracy strategy
- Exam policies
- Data Protection Policy
- E-Safety Policy
- Safeguarding

5. Appendices

Appendix 1

Blooms command word	Old level descriptor command word	Numerical level for SIMS entry
Know (Identify)	Identify	3
Understand (Describe)	Describe	4
Apply (Explain)	Explain	5
Analyse	Model/theories	6
Synthesise	Predictions and equations	7
Evaluate	Extensive knowledge, interpret, evaluate	8

IDEAS grades to KS 4 grades progression

End KS2 score	Our KS2 grade	End yr 9 IDEAS grade	End yr 11 GCSE grade
115-120	High Exceeding	S/+	8-9
105-114	Exceeding	A	6-7
97-104	Expected	E	4-5
86-96	Developing	D	3-4
80-85	Emerging	I	1-2
<80	Below ARE	Weak I	1

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Assessment policy (Secondary Alternative Provision)
EIA completed by:	Head of Quality of Education
Date of assessment:	August 2020

5. Appendices

Assessment approved by:	Education SLT
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Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either

				positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period following the birth of their child?	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes

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