Mont21Hub

Assessment Policy

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Introduction

At Mont21hub, we promote student-led learning although consider it essential, to carefully monitor and assess each child's learning to ensure they are developing and making good academic progress in all areas of the curriculum.

Key Principles

- Is based upon a common and agreed approach in the school and is subject to adaptive teaching to reflect specific year outcomes.
- Is designed to ensure continuity and progression throughout the national curriculum levels as an aid and to shape future learning.
- Is planned and incorporated into teaching and learning at all levels and matches to learning outcomes.
- Provides for the ongoing collective, reviewing and recording of valid reliable assessment data.
- Takes place in a familiar and supportive environment designed to encourage each learner and enable them to recognise their achievements whilst also developing strategies to continue progress and development.
- Involves opportunities for a wide range of assessment techniques so taking into account how different children learn.
- Enables learners to understand the criteria against which their work is being assessed.
- Gives learners the opportunity to assess their work and be involved in next steps.
- Enables achievement that is not necessarily covered by assessment objectives, but which encourages personal and social development to be recorded.

Aims

In order to ensure each individual learner has the opportunity to achieve well and progresses at an optimum rate, we use formative and summative assessment which;

- Establishes starting points for each learner and how they are achieving good progress from thereon.
- To make judgements on learner's levels of attainment to provide well-targeted differentiated support and challenge for all abilities.
- To decide what learners need to learn next to assist future academic planning.
- Establishes the learner's progress at any point in time to pass onto other mentors and to report accurately to parents.
- Shows the effectiveness of teaching and learning across subjects and the whole school against the expected learning outcomes of each year group of key stage 2 of the national curriculum.
- To feedback to learners, set goals, discuss and plan next steps with positive focus on progress made.
- To allow learners to self-evaluate, set personal goals and follow their own interests.
- Enables learners to reflect on their personal progress and achievements.
- To ensure the school provides equal access to educational opportunities for all learners and that they benefit from a broad and balanced curriculum.
- Identifies areas of expertise in teaching and learning, areas requiring further improvement and development within the school.

Starting Points

As part of the admission process and prior to offering a place, the most recent school report will be obtained (if applicable) and where the prospective learner will be invited in for a 'taster day' where an informal assessment that may include various planned activities, will be made on their readiness for school. As a non-selective school, we do not undertake formal assessment with the exception of where English is an additional language given the importance of accessing the curriculum but only if deemed to be necessary prior to the offer of a place.

On entry into the school, mentors will use benchmarking through the use of phonic screening checks (as considered necessary), standardised reading tests (GL Assessments), CAT4 tests, grades and comments from school reports and the learners own understanding and knowledge of the subject through an initial one-to-one conversation with their designated mentor.

In respect of the core subjects, English, Mathematics and Science, integrated baseline assessments are provided through the digital learning platform prior to moving onto each new concept and subject. As this is personalised and focused on ability, it is possible that a Year 3 learner will study a particular concept at Year 4 level whilst the reverse will also be possible.

Methodology

As a Montessori inspired school, we adopt formative assessment through the use of ongoing observation, self & peer-evaluation and feedback as our primary methodology to ensure learners acquire the requisite knowledge and skills they will need for the future. This applies to the termly Topic, Creative Fridays, Project Based Learning, Entrepreneurship and Physical Education.

Formative Assessment

Observation

- Observations will be undertaken during every session, with the exception of the use of digital platforms e.g Century Tech which will have their own integrated assessment, by mentors including attendance by external suppliers.
- This will be focused on individual learners, groups or a specific activity (e.g Project Based Learning and Entrepreneurship) and will include the acquisition of knowledge and development of the key skills of critical-thinking, collaboration, creativeness and communication.
- All observations will be recorded by text and imagery using our designated digital application.

Self and Peer Evaluation

- Learners will be encouraged to self-evaluate and reflect on their work to access their strengths to assist with next steps and goals during one-to one conferencing with their mentor.
- To develop a growth mindset where mistakes are treated as learning opportunities.
- The use of 'I can statements' in subject learning journals.

- Learners will record work completed in subject learning journals which will be of high standards of presentation, spelling and handwriting. Work needs to show the process of learning, including learner's notes, ideas and first drafts and progression.
- Opportunities will be provided for peer evaluation where learners benefit from collaborative learning, to learn to give and receive feedback and shared experiences.

Feedback

- Learners will always receive respectful and positive verbal and written feedback during in session mentoring, one-to-one conferencing, group discussion and marking of completed work.
- Mentors will comment on work completed, identify spelling errors in commonly used words, identify effective use of subject specific or descriptive vocabulary, the process of learning and process made, when and how a learning outcome has been reached and signposting evidence and assisting learners to review their work and how to improve it before marking.

Additional Data

- Mentors will evaluate work completed in the subject learning journals against learning outcomes in accordance in accordance with age as follows:

    Red: Working towards the expected level of attainment.

    Green: Working within the expected level of attainment.

    Blue: Working beyond the expected level of attainment (at great depth)

  These will be represented by the use of colour dots and annotations against each item of completed work. This is recorded on our assessment grid showing each learner's progress, overall performance of the learning group, and the school. The different attainment levels will be discussed and explained to learners at the start of the academic year to foster collaboration and ownership of learning.

  The school expects most learners to achieve the appropriate learning outcomes for their age and ability.

  Learners with SEND will be provided with the necessary support and resources to fully access the curriculum and to make the same progress as their peers.

- Discussion and comments recorded during one-to-one conferencing.
- Recording of verbal presentations and showcasing of projects including the use of audio and video.
- Record the ability to self-evaluate using growth mindset to improve learning with evidence of resilience and to set own realistic learning goals.
- Record the ability to contribute to discussion, question, reason and solve problems through inquiry and critical-thinking.

Project Based Learning and Entrepreneurship

These are assessed through the use of observation and a project journal maintained by the learner to record steps taken in the process; milestones achieved, decisions taken, mistakes encountered, evaluation and reflection of the end product assessed by the proprietor and Head of Community prior to exhibition.

Summative Assessment

We use summative assessment to evaluate academic knowledge and achievement of each learner and to ensure progression and sequencing in planning.

Phonic Assessment: Where relevant, high frequency word checklists are used and shared with learners as formative assessment. Learners use self and peer assessment to be more closely involved with their own learning. These word lists are also part of weekly home learning and tested every Friday.

Phonics assessment based on 'Letters and Sounds' is undertaken for those learners who require phonics support and for any learner joining the school throughout the year.

Reading Assessment: These are performed **on-going** and recorded on the Reading Eggs application using the continues tracker.

Writing Assessments: These are performed **termly** and levelled in accordance with the national curriculum. These pieces of work are completed entirely independently by the learners and serve as work samples which help inform mentors and influence future planning. The attainments are recorded on our 'Writing Tracker'.

Spelling Assessment: These are performed using the Schonell online programme with a test at the **beginning** and **end of the academic year.**

Mathematic Assessment: these are undertaken **termly** using the Abacus programme.

Multiplication Table Check: this will be completed by learners at the end of Year 4.

KS2 SATs - to be completed by all learners at the end of Year 6

ELL Continuums: Termly continuums are used to assess the English language development of learners that have English as a second language, termly colours are used to indicate termly progress.

IEP/PLP: written when necessary with the continued collection of evidence, evaluation and termly review.

Assessment in the Digital Learning Platform

The designated digital learning platform, Century Tech incorporates AI powered formative assessments on completion of each nugget/concept through the use of multiple choice, quizzes and worksheets. It is necessary for these to be completed before moving on and if not achieved, the learner is taken back to repeat the learning until knowledge has been fully secured.

Marking

Our school has a 'Green Pen Policy' and mentors use this colour when marking to maintain positive feedback and to differentiate it from other feedback and to differentiate it from other annotations.

Our policy includes:

1. Aim to mark work with the learners in the session for immediate review, response and mentoring.
2. Provide key spelling in margins e.g. high frequency words, NC recognised objectives.
3. Limited annotation so not to lower self-esteem.
4. Positive comment – how the learner successful.
5. Use of the appropriate colour dot to indicate level of achievement.

Learners are required to act on feedback using 'Follow Through' marking which they can act on:

- Errors e.g. put the commas in the list
- Further thinking e.g. what other adverbs do you know?
- Previous learning e.g. circle all the adjectives in your writing.

Reporting

The findings of the formative and summative assessments will be reported to parents/guardians as follows:

<u>Parent Conferences</u>

A parent conference will be arranged each term where mentors will discuss progress and personal goals in a 20 minute time slot. There is also the opportunity to meet with subject specialists in Music, Spanish, P.E, Computing etc. Conferences are either in-person or virtual to accommodate parent/guardian preference.

<u>Progress Reports</u>

A written report will be provided twice each academic year -

Autumn Term - a summary report is provided to show the learner's progress from September at the end of the term showing academic attainment achieved and comments on skills and personal development.

Summer Term - on completion of the final parent conference (normally directly after the half-term holiday), a full detailed report is prepared by the learner's mentor and emailed to parent/guardians on the last day of term in July.

Special Educational Needs and Disabilities

We are committed to ensure that all learners who have SEND whatever their starting point, has identical learning opportunities in terms of activities, resources and support to help them to access all areas of the curriculum to progress at the same rate as their peers. The school uses the same methods of assessment to determine additional support either academically or to address other developmental issues. Parents/guardians are always involved in any discussions about progression and next steps.