



Policy Status:	Statutory
Review Cycle:	1 years
Policy Reference:	

Change History	Author	Changes Summary
22/08/16	A Ball	Initial Version
11/10/16	A Clark	Revised

Manchester Settlement Assessment Policy

We aim to give regular formative and summative feedback of a high quality both on learners' attainment and effort in order to support learners' needs academically, emotionally and socially in line with the school's ethos to develop the needs of the whole person and respect for self and others.

At all points we aim to give targets on how to improve, including very specific guidance on how to reach the next level as well as providing guidance on what has been successful so that students know precisely what level they are at and precisely what they need to do to reach the next step or level.

When young people come to us it is particularly important to establish their abilities through baseline assessments in reading, spelling, English, Maths and Science. Ongoing assessment will be undertaken through the marking of classwork and, crucially, half termly assessments in the core subject areas. In addition to this there will be daily reports linked into incentives, rewards and activities to develop young people's self esteem and sense of success and empowerment.

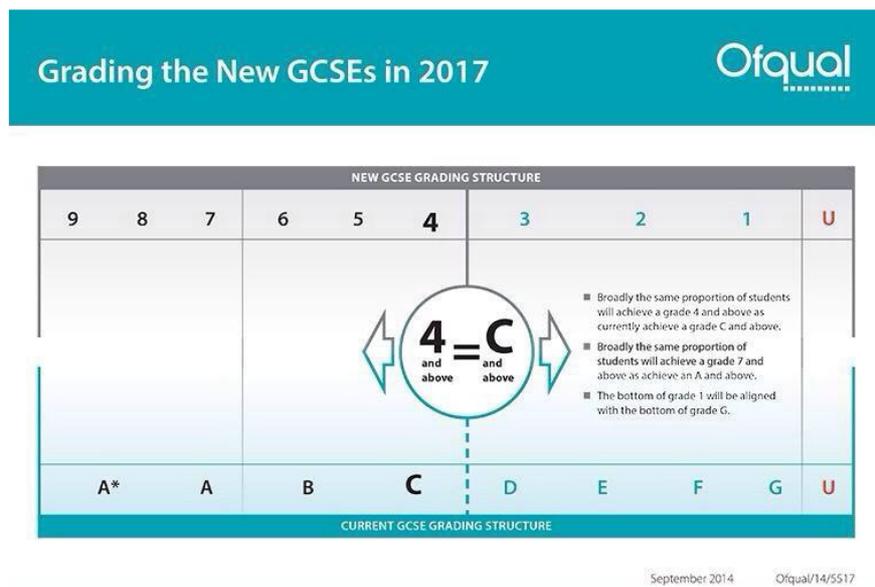
Assessment is a term which encompasses a wide range of activities, formal and informal, summative and formative. Summative assessment (external and internal exams) has traditionally tended to dominate teaching and assessment and has a place in providing a summary of achievement.

However, there is research evidence to suggest that formative assessment has an impact on motivation and attainment by providing an ongoing dialogue between pupils, teachers and learning mentors.

Manchester Settlement School aims to:

- integrate formative assessment with summative assessment so that learners know exactly what grades or marks they should be getting and receive targets on how to improve

- provide a structure that supports learners to recognise where they are up to and what they need to do to develop
- provide a policy that is realistic and attainable for teachers in terms of workload
- build in regular opportunities for self and peer assessment
- constantly monitor student understanding and progress through questioning, discussion and observation
- weekly acknowledgement marking
- .Detailed marking with comments on current performance and targets to encourage progress in a cycle determined with headteacher
- . personalised, verbal feedback
- reward exceptional effort and attainment using the school's daily reporting system and phone calls home
- assess and report on academic progress across the core subjects every half-term using the new GCSE grading system:



- collate and analyse examples of typical classwork and assessments to substantiate grades predicted by teaching staff
- use daily reports to inform intervention and mentoring opportunities
- . the current and predicted grades of each pupil are recorded and shared via half termly reports, along with teacher and mentor comments
- . subject classwork will be marked each week with detailed, individualised feedback provided by teachers so that pupils are aware of how to improve and progress