



Ummid Independent School

Assessment Policy

Background/Purpose

Accurate Assessment for Learning is a continuous process and is an essential prerequisite to personalising the learning experience for each learner, maximising the potential of a prevention placement and enabling successful transition.

Policy Objectives

The learning needs of learners are accurately assessed to inform the personalisation of their learning experience.

Procedures and Practices

“Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”

Ummid Independent School have incorporated the above in their day-to-day practice to ensure learners experience a stimulating, relevant, confidence-building and skills-related learning programme.

- Himmat and Ummid's focus is on crucial aspects of assessment for learning, including how such assessment should be seen as central to classroom practice, is that all teachers should regard assessment for learning as a key professional skill. Consequently, the Centres have prioritised this area of professional development within the current Centre Development Plans and will include a related objective in the Professional Development Review procedure for all teaching staff.

The five main principles of assessment for learning are:

- the provision of effective feedback to learners
 - the active involvement of learners in their own learning
 - adjusting teaching to take account of the results of assessment
 - recognition of the profound influence assessment has on the motivation and self-esteem of learners, both of which are critical influences on learning
 - the need for learners to be able to assess themselves and understand how to improve
- The Centres have adopted the aims of “The Assessment for Learning Strategy” which include:
 - every learner knows how they are doing, and understands what they need to do to improve and how to get there. Crucially they know where to find this information from. They receive the support they need to be motivated, independent learners on an ambitious trajectory of improvement;
 - every teacher is equipped to make well-founded judgements about learners’ attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for learners who are not fulfilling their potential as we strive to narrow the gap between where students knowledge is and where we strive to progress it to;
 - every Centre has in place structural and systematic assessment systems for making regular, useful, manageable and accurate assessments of learners, and for tracking their progress;
 - every parent and carer knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

- Assessment practices in the centres have been developed with reference to “What makes good assessment for learning” –
 - *an accurate assessment* – knowing what the standards are, judging learners’ work correctly, and making accurate assessments linked to National Curriculum levels;
 - *a fair assessment* – knowing the methods used are valid;
 - *a reliable assessment* – ensuring that judgements are consistent and based on a range of evidence;
 - *a useful assessment* – identifying barrier to learner progress and using that information to plan and discuss the next steps in learning;
 - a focused assessment – identifying areas of a child’s learning where there are blocks to progression, which might, for example, benefit from the attention of one-to-one tuition;
 - *for continuity* of assessment, enabling better transfer between the centre and referring school.
- Each centre will use BKSB to:
 - Review the structures, systems, practices and processes needed to support whole Centre development of assessment for learning.
 - Review assessment for learning in lessons and its impact on the quality of learning and teaching.

Completion of BKSB assessments at key points in the academic year will contribute to the ongoing review of the Centre Development Plan.

It will be reviewed annually or as determined by the Himmat and Ummid Management Committee.

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Review due 12/01/2018