

## Assessment – The Lawnswood Way

Effective assessment is integral to the teaching and learning process. The identification of a student's strengths and areas for development should take place within every lesson, and be used to inform planning, differentiation and feedback by the teacher.

It is expected that each class teacher regularly gathers information from formative assessments, that have been scheduled by subject areas at the start of the year, and that this information is recorded on the subject trackers. Individual student data should be recorded at least every 9 lessons, and this information should be accessible by all staff in the school and used in the following way:

- To allow class teachers to monitor the impact of their teaching and adapt their approach accordingly
- To allow for periods of re-engagement in order to plug gaps in knowledge
- To allow for whole school support and intervention by subject leaders, progress leaders, year managers, teaching assistants, HLTAs
- To allow for informed predicted grades to be generated each term
- To allow subject leaders and SLT to monitor the progress made by students directly and support teachers where progress is below expected.

Whole School Data will not be gathered just for the sake of it, and will not always be grade or level data. Any information gathered must serve at least one of the following purposes:

- Inform planning and intervention in order to accelerate progress
- Report to parents about student progress

All information gathered about student progress should be shared and discussed with the students themselves, so that they are aware of how to make improvements. Peer and self-assessment are key tools, and students must be explicitly trained in how to do this effectively so as to have a direct impact on progress.

Target data will be treated with caution. Honest clear information about a student's current level of knowledge and understanding of the curriculum and where their gaps are is far more useful in moving the student forward than sharing numerical targets. All students are supported to achieve 4 levels of progress at GCSE, and perform in comparison with the top 25% of students nationally at KS5. It is the teacher's role to evaluate the student's current position and provide the necessary interventions in lessons to get all students to achieve the highest possible outcomes, regardless of special educational need or circumstance.

Standards are maintained by a consistent and rigorous approach to line management, appraisal, data collection, quality assurance and self evaluation.

CPD is provided to support assessment and the CPD model has been developed using research evidence such as that gathered through the National Leadership Programmes, the Sutton Trust Report and the work of Hattie and Dweck.

Any questions regarding Lawnswood School's approach to CPD should be directed to the DHT (Standards & Curriculum), in the first instance. In their absence the DHT (Student Progress) should be contacted.