



a revolutionary response to school

Assessment Policy

This policy should be read in conjunction with;

- Mission Statement – The Vision and Aim of Atelier 21 Future School
- Learning & Teaching Policy
- Special Educational Needs and/or Disabilities (SEND) Policy
- Behaviour Management Policy
- Schemes of Learning
- PBL, Science, Maths and MYP Unit plans
- Curriculum Statement

Rationale

The curriculum at Atelier 21 is designed to promote pupils' independent and collaborative learning skills, foster their curiosity and provide them with the skills for lifelong learning. The curriculum is holistic but provides opportunities for pupils to achieve subject specific learning outcomes through mastery workshops, big studies, self-directed learning, enterprise and wild Fridays. Teachers facilitate learning through 'provocations' (opportunities to stimulate pupils' curiosity), 'challenges' (learning prompts for individuals or groups) and 'big questions'. Teachers act as facilitators and 'expert witnesses' (answering pupils' questions or providing additional information or clarification as required). There is a balance between self-directed learning and direct teaching, following our inquiry cycle. In order to ensure a broad and balanced curriculum and give pupils opportunities to achieve well and make good progress there are subject specific learning outcomes and a structured system of formative and summative assessment, recorded using success criteria, 'I can statements' and assessed using an Emerging, Developing or Mastery grade in the lower, primary school and IB assessment criteria 1-7 in the upper, secondary school.

Whole School Aims

- To ensure that pupils achieve well and make at least good progress from their individual starting points
- To ensure that the school provides equal access to educational opportunities to all pupils
- To ensure that all pupils benefit from a broad and balanced curriculum
- To help pupils understand that the focus is on their progress not their ability to produce correct answers or complete a worksheet
- To provide clear guidance for teachers and parents
- To allow pupils to be self-evaluative, set personal goals and pursue their own interests
- To ensure that pupils deepen their understanding in all areas of the curriculum
- To provide information about the achievement of individual pupils in order to provide well-targeted support and challenge for pupils of all abilities

- To allow pupils to become globally minded citizens with the ability to reflect on their personal achievements and contributions.
- To inform differentiation.

Objectives

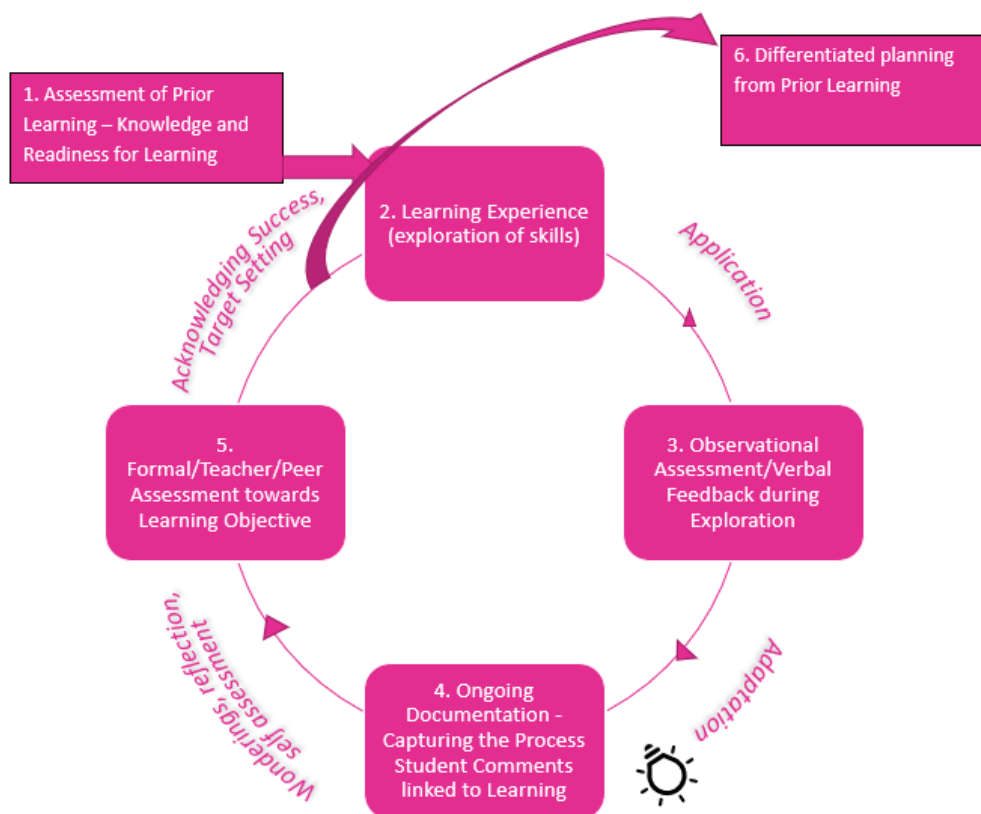
- Observation will take place during every lesson and will be carried out by teachers and teaching partners
- Teachers may focus on an individual or group or on a specific activity
- Teachers will document their observations of the pupils' learning.
- Pupils will be encouraged to be self-evaluative and focus on their strengths, they will identify learning goals and learning powers, in partnership with the teacher and focus on these during future activities
- Pupils will be encouraged to see mistakes as learning opportunities, and they will recognise that quick solutions are not always the best solutions
- Pupils are assessed from their individual starting points so it is possible for a pupil in Year 1 to be working at Year 2 learning outcomes in some areas, it is equally possible that a few pupils may not reach all the Year 1 outcomes but will still make progress from their individual starting points
- Pupils with special educational needs and disabilities will be provided with the support and resources to access the curriculum and make the same progress as their peers.

Methodology

We aim to ensure that all assessment is ongoing, facilitates the learning and measurement of significant knowledge, skills and understanding, differentiated, varied and diverse and incorporates feedback as an essential step for improvement. We aim to provide opportunities to assess in authentic real-world scenarios as much as possible. All teachers refer to the Atelier Loop Learning cycle to inform sequential learning and progression.

Loop Learning at A21

(weekly) learning objectives – skills to be learned



Entry to Atelier 21

On entry to the school, teachers will use baseline information, including, where appropriate, the EYFS profile, phonics screening check, standardised reading tests, CAT4 tests, summative assessment data from previous years, previous school reports and the child’s own assessment of what is already known about the topic, to set learning goals for pupils. The learning goals will be set with the pupil during 1:1 learning conversations. Pupils will identify what they already know and what they want to find out at the start of each big study or project. Pupils will use this assessment to inform their research and planning and to review their achievement in terms of knowledge, understanding and skills. They will review their learning at the end of each project in their Pupil Progress Portfolio. Teachers will use these assessments to track pupil progress, to provide differentiated support and to ensure that pupils develop a broad and balanced understanding of a topic.

All pupils will be invited to attend a taster day as part of the application process, unless they are transferring from a Little Barn Owls nursery. The taster day will help the school to assess pupils’ readiness for learning, reading and communication skills and attitudes to school.

Data Collection for Assessment

Teachers will collect data through;

- EYFS profile
- Phonics screening check
- Standardised reading tests
- Skills assessments
- Baseline data
- NFER tests, at the request of parents
- Outcomes of summative assessment
- Learning Conversations

Teachers will collect formative assessment information through;

- Evaluating pupils' work
- Discussions with pupils during lessons or 1:1 assessment reviews
- Observing pupils and listening to their collaborations
- Pupils' presentations to a class or group
- The process or outcomes of collaborative and independent work
- Pupils' ability to review and improve their work, to learn from mistakes and to be resilient
- Pupils' ability to self-evaluate and set learning goals
- Pupils' ability to ask questions, find evidence, review results and test for accuracy
- Pupils' individual learning plans

Formative Assessment at Atelier 21

Formative assessment is a continuous and evaluative process of a pupil's knowledge as they learn. Formative assessment is characterised by:

- evaluating the learning process and the progress a pupil is making
- being a collaborative process as it measures a pupil's progress and the effectiveness of the teaching method
- not being measured against a standard but against individual targets set by the pupils with their teachers and mentors
- gathering actionable feedback that improves overall teaching and learning
- working as a diagnostic tool for areas for development.

Formative Assessment at Primary Level

The primary curriculum is organised into schemes of learning for each subject and Big Study. The schemes of learning are arranged into the key learning outcomes for each year group, from the National Curriculum and any activity can provide evidence of pupils' achievement. The learning outcomes are taught through Big Study workshops, mastery workshops and SDL workshops.

Formative assessment is carried out through teachers' observations of pupils' work, their interactions with others and the development of key skills. Pupils are assessed against learning outcomes and are said to be working at an Emerging, Developmental or Mastery level (EDM). Assessments are colour coded so it is possible for a pupil to be amber, just into Emerging level, at the start of a Big Study or topic and then see this change to green as the study or year progresses.

During the time that pupils are in a class they are primarily assessed by their readiness to learn and have the opportunity to reach mastery level in all objectives. The school expects most pupils to achieve the appropriate learning outcomes for their age and ability during each Big Study or topic. Summative assessment will be based on work generated for the Big Share and standardised and moderated English, maths and science assessments. Much of the evidence to support teachers' judgements will be found in pupils' workbooks, in pupils' ability to articulate their learning, during their 1:1 Learning Conversations, in their ability to contribute to discussion and in the progression of their learning skills. This will be further evidenced through documentation videos recording the pupils' learning experiences and reflection documentation in their workbooks or Pupil Progress Portfolios.

In KS2 classes, teachers and teaching partners will assess the progress of pupils against the Learning Outcomes for each subject and Big Study in their books and in their Progress Portfolio. Each time a piece of work is undertaken in their Learning Books, pupils will be given feedback using the two stars and a wish system that they will be given reflection time to edit their work. Pupils will work with the teachers and teaching partners to generate verbal and written feedback suggesting next steps in their books.

Reception, Yr1 and Yr2: Evidence Me Software by 2Simple

2Simple's application Evidence Me, allows EYFS and KS1 teachers and teaching partners to document, photograph and comment on a pupil's developing work, the way they are working and on final pieces of work. Each time a member of staff enters a piece of documentation or comment, Evidence Me searches the EYFS and matches what has been entered to a single or variety of objectives. This will inform formative assessment as it will record the framework coverage so that staff can identify what has been covered and how to move forward with planning.

It also gives staff next steps via the *Teach Next* option for each pupil based on what they have covered already and how many times a pupil has hit the same objective. Staff can also identify from the framework coverage which individual pupils we need to develop further. Evidence Me has a flightpath generator so that we can view each pupil, check that they are making the expected progress and to highlight areas that need further development for each individual.

Evidence Me can also be used at the end of a project for summative assessment as it will record the EYFS objectives covered in a piece of work and generate feedback about pupils' achievement using the descriptors: emerging, developing, mastering. Progress and coverage of the EYFS can be viewed for individual pupils and for a whole class.

Formative Assessment at Secondary Level: The IB Middle Years Programme

In the Middle Years Programme, the curriculum is organised into unit plans for each subject group with clear, criterion-based assessment objectives. Teachers ensure, through their interactions with individuals, that pupils have opportunities to achieve the outcomes at emerging, developmental or

mastery level and in the Middle Years Programme grades 1-7. Outcomes are colour coded and there will be opportunities to deepen knowledge, skills and understanding throughout the year.

The Atelier 21 assessment philosophy will continue in the upper secondary school with the IB Middle Years Programme. Students in the upper school will study 8 discrete subject groups: Language and Literature, Maths, Science, Integrated Humanities, Visual and Theatre Arts, Design, Language Acquisition (Spanish) and Physical and Health Education. These subjects will be studied from Year 7 – 11 (MYP1-5).

MYP subject groups will still follow the inquiry cycle: tuning in, finding out, producing and creating, presenting and publishing, reflecting and evaluating. Students will complete 4-6 units in each subject group annually based on the six global contexts: Identities and Relationships, Fairness and Development, Personal and Cultural Development, Globalisation and Sustainability, Orientation in Time and Space and Scientific and Technical Innovation. Where possible the global contexts will be aligned to the Big Studies in the lower school to maintain the relationship between primary and secondary school.

Students will be assessed formatively throughout each unit and will undertake a summative assessment at the end of each subject's unit. Assessments will be presented with a real-world context in the form of GRASPS (Goal, Role, Audience, Situation, Product, Standards/Success) reflecting on the objectives and assessment criteria of each subject. 'I can' statements will continue in the upper school as a form of success criteria, self-assessment and teacher assessment. The students' learning will continue to be displayed in the Big Share exhibition at the end of each term.

Although the IB assessment criterion and 'I can' statements will primarily be academic in focus, an integral part of the Middle Years Programme is the students' ability to demonstrate and develop themselves as lifelong learners and will also reflect on the IB learner profile (Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective) and the 5 Approaches to Learning (Thinking, Self-Management, Research, Communication, Social). This will be formally assessed in the two self-directed projects throughout the MYP.

Personal Projects

In Year 9 (MYP 3) students will undertake a Community Project as part of their MYP qualification whereby they will be able to pursue a project that will benefit the wider Atelier 21 community. In Year 11 (MYP 5) students will then have the opportunity to complete a Personal Project devised and directed by their own interests and skill sets.

To allow sufficient time for this intensive process, students begin the Personal Project during Year 10 and complete it in Year 11. They will identify a learning goal which is of personal interest to them. They brainstorm various global contexts which could be explored and construct a final learning goal. They then begin an intensive inquiry and research cycle.

Students are assigned a teacher as supervisor, who guides them through the numerous steps of the process. Students maintain a process journal and express their learning through the creation of a final product. They then reflect on the entire process through a formal report. The product and report are assessed and standardised by a panel of teachers, and the students exhibit their projects at a final celebration event.

This project provides an excellent opportunity for students to consolidate and demonstrate the core elements of the MYP. The project is inquiry based, requiring students to identify their prior knowledge and think critically as they go in search of new knowledge, supported by a global context. It encourages development of the IB Learner Profile traits, as they become self-sufficient inquirers and agents of their own learning. It also promotes a wide variety of ATLs and requires students to reflect on how these skills have developed over the course of the project. Both formative and summative assessment at the MYP include a broad range of assessment tasks and takes into account the different learning styles of the students. We aim to create a good balance between the assessment of skills and of conceptual understanding.

Summative Assessment

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a term or unit. They are characterised by:

- final projects are used to determine whether students have learned what they were expected to learn and to determine whether and to what degree students have learned the material they have been taught.
- Summative assessments are generally evaluative, rather than diagnostic and will inform the next steps in a teacher’s planning to ensure progression and sequencing.

Summative Assessment at Primary Level

At the end of each term pupil’s work will be assessed summatively and moderated by Subject Leads throughout the year. Class teachers, guided by Subject Leads, will create varied assessment tasks for pupils to demonstrate the knowledge and understanding gained throughout the term’s work.

Pupil’s work will then be exhibited and displayed in our termly Big Share attended by the wider Atelier 21 community.

Staff will be trained to carry out the assessments fairly and against appropriate learning outcomes, through a regular moderation process, and how to record this using the Atelier 21 rubric of ‘I can’ statements. Pupils will be partners in the assessment process and will be able to self-assess their learning against the ‘I can’ statement in the Pupil Progress Portfolios or subject workbooks.

Summative Assessment at Secondary Level: The IB Middle Years Programme

The criteria below represent the knowledge, understanding and skills taught throughout year 7-11 in all subject groups.

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| Language and literature | Analysing | Organizing | Producing text | Using language |
| Language acquisition | Comprehending spoken and visual text | Comprehending written and visual text | Communicating | Using language |
| Individuals and societies | Knowing and understanding | Investigating | Communicating | Thinking critically |
| Sciences | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| Mathematics | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real-world contexts |
| Arts | Knowing and understanding | Developing skills | Thinking creatively | Responding |
| Physical and health education | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| Design | Inquiring and analysing | Developing ideas | Creating the solution | Evaluating |
| MYP projects | Investigating | Planning | Taking action | Reflecting |
| Interdisciplinary | Disciplinary grounding | Synthesizing and applying | Communicating | Reflecting |

At the end of each unit students will undertake a summative assessment of MYP GRASPS (Goal; Role; Audience; Situation; Product; Standards) in each subject group. All students are familiar with a subject's assessment criteria and always have access to them. Teachers dedicate time to explain subject specific criteria to students. The relevant assessment criteria are known to students before a task is carried out and assessed. Pupils are provided with success criteria before creating and developing their product.

The aim of assessment is always to identify strengths and weaknesses, so that the student can become a better learner. In all subject groups, summative assessments use subject specific criteria and are assessed using the 'best fit' method. While assessing student's work, teachers evaluate the collection of levels achieved throughout their units and use their professional judgement to allocate an overall band where the student 'best fits' the descriptor. For example, if in three out of four units a pupil has achieved a 5 or 6 out of 7, and for one unit has scored a 3, their teacher would use their judgement to best fit them in the 5 or 6 band. Summative assessment for all grades is given in numbers (not grades) per criterion. The numbers indicate the level of achievement of the subject specific criteria numerically and are based on the subject specific criteria descriptors. This will be fed back to parents via termly reports.

Summative assessment of collaborative work is conducted on an individual basis. At Atelier 21, We encourage collaborative work as a vital learning power, an important approach to learning and a skill valued in the workplace. As such, it is often used during formative assessment, in order that students grow together, building on each other's learning. We do not, however, base summative assessment on shared group levels. Each student's summative assessment within a group is conducted on an individual basis.

Summative assessments can take the form of:

- **Observations:** the teacher observes the student in class, assessing their demonstration of skills and knowledge;
- **Performance assessments:** students demonstrate their understanding by completing a set task. Examples include essays, lab reports, presentations, debates, podcasts, performances, videos etc.;
- **Selected responses:** students demonstrate their understanding by responding to closed questions. Examples include quizzes and tests;
- **Portfolios/process journals:** student collate their work to demonstrate the process of learning and reflect upon the process. This is particularly useful for showing the progression of skills over time. Subjects such as Visual and Theatre Arts, Design, Language Acquisition (Spanish) and PHE incorporate these modes of assessment. These are collated currently on Teams and eventually using Managebac;
- **Interdisciplinary Unit (IDU) Assessment:** students are assessed on their disciplinary grounding, and the way in which they can synthesise and communicate ideas from both disciplines. This assessment is carried out by teachers from both relevant subjects.
- **E-Assessments MYP 5 (Year 11):** To continue into further education students will be required to sit online exams for Language and Literature, Maths, Science, Individuals and Societies, Language Acquisition and an IDU. These are sat and invigilated in school and assessed externally by the IB. Students will achieve a grade out of 7 for each subject and should they achieve a grade 3 or above in all 8 subject groups they will be awarded International Baccalaureate Certification. To continue to A Levels or IB Diploma, most institutions require a grade 5 or above, however, individual pupils will be given entry requirements for the next stage of their education.

Feedback

Teachers will review pupils' work and provide oral or written feedback which will help pupils deepen their understanding. Feedback is developmental and should be used to focus pupils' attention on what they have achieved and support or challenge them. Feedback should always recognise what has been

achieved, including the progress that has been made, and provide no more than one improvement point, 'Two stars and a wish' will be used throughout the school for all subjects except maths where in-class monitoring will take place with deep marking expected at least once every 10 school days. Where possible feedback should be carried out with pupils. Pupils will also be encouraged to peer assess each other's work in a way commensurate with the subject. Feedback will highlight spelling errors where appropriate, it will recognise pupils' achievements in using subject specific vocabulary or interesting descriptive vocabulary. Pupils may be encouraged to add the word (with correct spelling) to a class word-wall or to an individual word bank. Teachers may correct the use of grammar or the organisation of writing, but the main focus of any feedback should be on the subject specific focus of the activity. Teachers should always highlight inaccurate information and probe any misconceptions which may lead to confusion at a later date. Feedback, including spelling and grammar is carried out by teachers and teaching partners.

Feedback opportunities include;

- Reading pupils' work and discussing it with the pupil, providing oral or written comments
- Identifying spelling errors in commonly used words
- Identifying effective use of subject specific or descriptive vocabulary
- Identifying the process of learning and the progress which has been made
- Identifying when and how a learning outcome has been reached and signposting evidence
- Helping pupils to review their work and improve it before marking takes place

Pupils' books are to be used as developmental notebooks/journals. We expect to see high standards of presentation, spelling and handwriting. Books should show the process of learning, including pupils' notes and ideas and the first versions of tasks and will record the process of learning over time rather than a series of one-off activities.

The Atelier 21 Learning Community

It is an important part of our Atelier values to include and ensure that all members of the learning community become involved with the process of learning and preparing for the big share

- **Students** are responsible for their own learning. They are responsible for bringing and preparing all their materials for their final product to and from home if required.
- **Teachers** are responsible for the Big Share and everything it involves. It is their responsibility to keep all staff informed of their involvement in the exhibition process. This can include space to exhibit and ensuring that all display materials and technology are ordered and in working order prior to the Big Share;
- **A mentor** can support students in setting and meeting various goals by asking questions, suggesting resources, facilitating interviews and providing contacts in/outside school, etc.;
- **Parents/legal guardians** are encouraged to contribute their knowledge and feedback throughout the exhibition process. They are also asked to help facilitate field trips and/or interviews outside of school. Parents/legal guardians and older students are invited to the termly Big Shares.

All internally assessed work will be moderated by the Subject Leads to ensure consistency and that standards are being met. Any pupils with SEND will have these needs taken into account and will be reflected in the feedback accordingly.

Reporting to parents

The results of formative and summative assessments will be reported to parents during thorough parent's consultations and written reports.

- **Autumn and Summer Term Parents' Evening** take place during the first and final term of the academic year. This is a 20-minute conference held by the class teachers at primary level and 10-minute conferences with the subject teachers at secondary level. Parents are able to make appointments with subject specialists in PE, Music, Spanish and ICT at primary level if they wish. These conferences will be a mixture of face-face and online to accommodate parental preference and travel distance from school. This will be an opportunity to discuss learning targets and personal goals;
- **Written reports** are sent home three times a year.
Autumn term: A summary report showing the students' progress in the year so far is sent home in December. This will include a grade for each subject area (Emerging, Developing or Mastery in the primary school and a grade 1-7 for the secondary MYP students) and a comment on personal development from the pupil's mentor.
Spring Term: The mid- year report on overall progress is sent home in April. These written reports include a general comment from mentors and comments about each subject area covered.
Summer Term: After the final parents' evening a summative report is sent home in July that is in the same format as the summary report in the Autumn term;
- **Individual Parent-Teacher Meetings** are scheduled, when necessary, upon the request of either the class teacher or the parents/legal guardians.

Recording and Reporting for the MYP

Atelier 21 is moving over to use ManageBac, an MIS able to record and track all planning, assessment tasks and data, as well as the ability to generate report cards directly linked to the uploaded data on Managebac. This is currently being integrated into the Atelier 21 systems and staff will receive ongoing training as to how to best use this programme to regularly inform parents. Until this is fully up and running all secondary students will continue to be reported on in the same way as the primary but using IB criterion and grades rather than EDM.

Pupils with special educational needs and disabilities (SEND)

The school recognises that not every child with SEND has a disability and not every child with a disability has SEND, however, there are cross overs between the two groups. The school is committed to ensuring that all pupils, whatever their starting point, are provided with the activities, resources and support which help them to access all areas of the curriculum and progress at the same rate as their peers. The school uses assessment information to identify any lack of progress or developmental issues which may indicate the need for further assessment. Parents are always involved in any discussions about children's progress or the next steps to be taken in their education. For E-Assessments any students with diagnosed SEND needs will be able to apply for access arrangements through our SENDCO.

Works Cited

—. “Assessment principles and practices—Quality assessments in a digital age.” July 2019. *Ibo.org*. <https://resources.ibo.org/data/assessment-principles-and-practices-quality-assessments-in-a_bc11f975-b95e-46f8-9537-af018c1f0912/assessment-principles-and-practices-quality-assessments-in-a-en_57a3acb8-66c6-49ba-b651-b329ccce995d.pdf>.

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| 1.4 | Redrafting to include International Baccalaureate assessment requirements for the Middle Years Programme | B Gooding | 23/09/2022 |