

Westfield Arts College

Assessment Policy

Reviewed by committee	Quality of Education	Policy type: Statutory
Adopted by Governing Body	12/05/2025	Review cycle: Three years
Date for next review	Summer 2028	Signed by Chair: 

WESTFIELD ARTS COLLEGE

ASSESSMENT AND ACHIEVEMENT POLICY

Rationale:

At Westfield Arts College we recognise that effective assessment is essential to support the quality of learning, teaching, achievement and progress of all our pupils. All pupils at Westfield Arts College have an Education Health Care Plan (EHCP). We appreciate that all of our learners are unique and are at very different starting points within their academic journey. They all need different learning targets to develop their skills at different points. The assessment frameworks must be flexible to meet the need in recording a pupil's individual strengths and the next steps needed to progress.

RESPONSIBILITIES

Everyone has a role to play in assessing pupil progress and achievements:

- All teachers and TAs are given training on our assessment system and this is overseen by the Leader of Learning
- All teachers and TAs have a working knowledge of the pupil's individual targets
- All staff are expected to contribute to evidence gathering, capture progress when appropriate and record this on our online platform, Evidence for Learning (EfL).
- All Teachers will have an overview and understanding of how their pupils are progressing and be able to talk confidently at the Individual Class/Pupil Progress
- All Teachers must justify judgements made and supply evidence to show reasoning behind decisions for moderation and tracking purposes.
- All Teachers (with input from other professionals), are able to review achievements made at a pupil's EHCP annual review, suggest appropriate new targets if required in line with their next steps and future aspirations.
- Leader of Learning analyses and produces report for external professionals (Local Authority, Governors, DfE)
- Leader of Learning, Subject Leaders and SLT ensure that Quality Assurance happens across the school
- Leader of Learning, subject Leaders and SLT supports and monitors the process of setting targets to ensure there is a high level of challenge.

Policy No.18: Assessment and Record Keeping Summer 2025 to be reviewed Summer 2028

ASSESSMENT AT WESTFIELD

- The assessments at Westfield Arts College vary depending on which Curriculum Journey the pupil is following (see 13. Curriculum Policy)
- Learning and target setting is personalised to each pupil - every child is unique in their learning experiences. Target setting is based on the individual pupils EHCP long term outcomes and the curriculum pathway being followed
- At Westfield we use Evidence for Learning (EfL) as our assessment software. This is cloud based software that has been personalised to fit the cohorts at Westfield. We have created assessment frameworks to fit to the different learning pathways.
- We have also created Personal Learning Goals (PLGs) which are directly linked to every child's EHCP and these also have assessment frameworks attached.
- The quantity of evidence that a class has will vary, but the majority of classes load work onto the assessment books and all of the pupils' have evidence hooked onto their PLGs
- The range of evidence that can be used to record a pupils' individual targets can come in many forms, including but not limited to:-
 - Videos- showing evidence of learning and achievement.
 - Photos- showing a skill, knowledge or understanding being used (which was achieved in the session), or work completed by the learner
 - Observations from visiting professionals e.g. Physiotherapist.
 - Work books
 - Learning walks
 - Moderation of subjects
- Any achievements made by the pupil/s are celebrated daily and often at the time. This way we can try and help the learner to understand what he or she is doing. Teaching staff use a range of instant feedback techniques to celebrate progress seen. Where pupils learning is on paper, marking and feedback is used to raise achievement and set targets to help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. (See our English Policy for detailed information.)
- Achievement is continuously logged by class staff against individual learning targets. Pupil Progress dialogue conversations happen continually where we talk about the impact of the curriculum upon the learners in the classroom. In addition moderations take place where we quality assure evidence against objectives, discuss future targets, achievements and identify if any barriers to learning. Quality Assurance of pupil targets and achievement takes place in discussions with class teachers, Leader of Learning and Subject Leaders.

Policy No.18: Assessment and Record Keeping Summer 2025 to be reviewed Summer 2028

- In Reception, pupils typically follow the designated curriculum and may complete the official Department for Education (DfE) Baseline Assessment if deemed appropriate. If pupils are not able to access the baseline assessment tasks, they will be dis-applied.
- Pupils in Key Stage 1, 2 & 3 follow curriculum frameworks that are added onto our Evidence for Learning platform. This assessment system tracks their progress continuously throughout the year with official data drops in Autumn, Spring and Summer. Every child follows a curriculum pathway that is suitable to their learning needs and where the expected outcomes for progress are input at the start of every academic year.
- Pupils in Key Stage 4 pupils are assessed within the Entry Level framework in English and Maths and this is a formally recognised accreditation with the AQA exam board. Pupils also complete AQA Unit Awards (Entry Levels 1-3) in other areas including ICT, Science and Design & Technology.
- Teachers predict what each pupils' end of Year 11 outcomes will look like. These are entered onto our EfL assessment software. Parents and pupils are well informed when applying for Post 16 placements. These targets are continually reviewed by class teachers, Head of Sixth Form and Senior Leaders. Once the relevant work (evidence) is completed for external accreditations, it is compiled and logged onto EfL, internally moderated by class teachers and the Leader of Learning and then sent off for external moderation.
- Pupils in Key Stage 5 work on curriculum routes linked to three different sixth form pathways. These pathways are determined in Year 11 but not all students stay at Westfield and instead find a better fit and access provision at other local colleges and/or routes into work or social care. All assessment takes place on EfL and the sixth form have regular moderation meetings to support staff with the assessment of students learning.
- All pupils have a Personal Learning Goals (PLGs) document that is also generated by EfL. This links directly to every pupils' EHCP and is updated every term. The long term outcomes are extrapolated from the child's EHCP and short term targets are generated for all of the students. The PLGs are also linked to the assessment system and EfL has the capacity to generate progress data linked to all of the individual pupils and their EHCP outcomes.
- The range of qualifications we offer at Key Stage 4 and 5 are as follows; AQA unit awards, Princes Trust qualifications in Personal Development Skills including careers, Functional Skills Level 1 & 2 in English and maths. This data is analysed and reported at the end of an academic year along with the whole school data to the Governing body.

Policy No.18: Assessment and Record Keeping Summer 2025 to be reviewed Summer 2028

REPORTING

- Westfield offers the use of a Family App for parents and carers using the EFL platform. Parents and teachers can share learning in school and from home. We encourage parents to make comments and to upload their own evidence out of school so we can all be part of the shared learning journey of our pupils.
- Reports to parents are given verbally at parent evenings twice a year in the Autumn and Spring terms. This is a chance for the parents to discuss their child's achievements and discuss their next steps. A written report along with an up-to-date copy of the child's PLG is provided for parents/careers at the end of the Summer Term.
- All parents and carers are invited to an Annual Person-Centered Review, where each child's progress is discussed in detail. During the review, next steps and actions for the child's development are also planned collaboratively. A comprehensive written report is also provided each year for the EHCP annual review meeting, and this is where new/existing targets are agreed and evaluated.
- At Westfield Arts College data is statutorily reported annually to the Local Authority/ Department for Education (DfE) and parents at the end of: -
 - EYFS
 - Key Stage 2
 - Key Stage 4

Our pupils are usually dis-applied from the tests below as they do not work at the age-expected levels:-

- Year 1 Phonics Screening Test
- Year 4 Multiplication Table Check
- Year 6 SATs

RESPONSIBILITIES

All School Staff, Teachers and staff teams

- All staff are given training on our assessment system and this is overseen by the Leader of Learning
- All staff in classes or subject teachers have a working knowledge of the pupil's individual targets
- All staff are expected to contribute to evidence gathering, capture progress when appropriate and record this on our online platform, EFL.
- All Teachers will have an overview and understanding of how their pupils are progressing and be able to talk confidently at the Individual Class/Pupil Progress

Policy No.18: Assessment and Record Keeping Summer 2025 to be reviewed Summer 2028

- All Teachers must justify judgements made and supply evidence to show reasoning behind decisions for moderation and tracking purposes.
- All Teachers (with input from other professionals), are able to review achievements made at a pupil's EHCP annual review, suggest appropriate new targets if required in line with their next steps and future aspirations.
- Leader of Learning analyses and produces report for external professionals (Local Authority, Governors, DfE)
- Leader of Learning, Subject Leaders and SLT ensure that Quality Assurance happens across the school
- Leader of Learning, subject Leaders and SLT supports and monitors the process of setting targets to ensure there is a high level of challenge.

OTHER DOCUMENTATION

- Westfield Arts College Marking and Feedback Policy
- Assessment sections of subject policies

Responsibility for policy: Naomi Holloway, Leader of Learning