



Three Towers

An Alternative Provision Academy

Expanding Horizons

ARR Procedures

Assessment, Recording and Reporting

Adopted: September 2024

Reviewed: September 2025

1 Introduction

We believe that assessment should place the learner at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child and ensure continuity for learners as they move through the provision.

Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to support and promote future learning. We believe that this process should be thorough, manageable, and relevant.

Assessment is a term that encompasses a wide range of activities, formal and informal, summative and formative.

The main purpose of assessment is to support learning and teaching by:

- being timely, informative, and related to what is being taught;
- an integral part of teaching and learning which should be evident in every lesson;
- providing accurate judgements about progress and achievements;
- identifying what learners already know;
- identifying gaps in their knowledge, skills and understanding;
- informing what their next step should be.

Assessments should be used to raise the achievement and self-esteem of learners by providing them with regular, high-quality diagnostic feedback about their work. It should empower learners and encourage them to be active in, and where possible, share responsibility for their own learning.

We encourage our learners to be creative, imaginative and to develop a love of learning. Daily interactions are what provide the soundest judgements of learner progress and are what should inform future planning and teaching.

All our learners should be able to access the assessments therefore, a variety of assessment styles must be used. All learners have the right to be successful and to achieve and assessment should allow these successes and achievements to be reported to learners, parents, school-based staff at all levels and to other agencies as appropriate.

2 Aims

These procedures aim to:

- provide clear guidelines on our approach to formative and summative assessment;
- establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers;
- clearly set out how and when assessment practice will be monitored and evaluated;
- achieve our assessment aims without adding any unnecessary workload to the staff.

3 Statutory Guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

These procedures refer to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)

- Statutory reporting requirements set out in the [Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

These procedures also comply with our funding agreement and articles of association.

4 Roles and Responsibilities

4.1 Governors are responsible for:

- being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all learners;
- holding school leaders to account for improving learner and staff performance by rigorously and regularly analysing assessment data;
- monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.

4.2 The Headteacher is responsible for:

- ensuring that the policy is adhered to;
- monitoring standards in core and foundation subjects;
- analysing learner progress and attainment, including individual learners and specific groups;
- prioritising key actions to address underachievement.

4.3 The CLT lead for ARR has overall responsibility for

- managing Assessment, Recording and Reporting;
- leading the monitoring and implementing of all relevant school policy and procedures;
- ensuring the statutory requirements of reporting are met;
- reporting to governors on all key aspects of learner progress and attainment, including current standards and trends over previous years;
- keeping up to date with developments in assessment practice;
- making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities.

4.4 Heads of Department and Subject Leads are responsible for

- working with the CLT for ensuring that day to day practices pertaining to assessment, recording and reporting are met;
- being familiar with the standards for the subjects they lead;
- keeping up to date with developments in assessment practice;
- ensuring baseline assessments are completed by appropriate staff;
- ensuring appropriate intervention and/or personalised pathway is in place for each learner;
- analysing department data at the end of each half term and taking appropriate action;
- the quality assurance of learning through work scrutiny, lesson visits, learning walks and deep dives.

4.5 All Staff are expected to:

- meet deadlines related to assessment which are recorded on the school calendar;
- ensure they are able to discuss learner progress, strengths, areas for development and attitude to learning accurately with parents/carers and other professionals;
- comment on progress, strengths, areas for development, attitudes and behaviour of each learner they teach;
- ensure comments are constructive and largely positive.

4.5.1 The pastoral team are responsible for:

- completing initial baseline assessments for all learners on entry;
- creating the initial Pen Portrait and inputting relevant induction information into Arbor and ClassCharts;
- use the analytics function of ClassCharts to prepare and report data for parental and agency meetings.

4.5.2 Teaching staff are responsible for:

- following the assessment procedures outlined in this policy;
- being familiar with the standards for the subjects they teach;
- using information on the learner's Pen Portrait to plan appropriately for each learner in their class;
- inputting data onto departmental trackers regularly (at least each half term);
- inputting data into the whole school working at, progress and attitude to learning tracker 3 times per year through Arbor.

5 Assessment

5.1 Principles of Assessment

Effective assessment should:

- *Promote and support learning* by:
 - identifying what learners know, understand, and can do;
 - identifying individual learning strengths, areas for development and gaps;
 - identifying individual learning styles;
 - enabling consistent monitoring of learner progress;
 - identifying next steps for progression.
- *Inform teaching and planning* by:
 - assisting personalised planning to meet the learner's needs;
 - informing the review of content and skills;
 - promotes a variety of teaching strategies;
 - enabling consistent monitoring of teaching progress;
 - encouraging self-reflection and ownership by the learner.
- *Be both formative and summative* by:
 - promoting a shared learning culture;
 - providing clear and regular feedback;
 - diagnosing learning difficulties;
 - measuring learner performance (attainment and progress);
 - identifying clear and shared targets for learner progress;

- Promotes adaptive teaching
 - informing subject choice and career decision making;
 - providing effective and progressive learner records;
 - informing regular reporting to parents/carers.
- *Use appropriate and diverse strategies that:*
- are both formal and informal;
 - accommodates a variety of learning styles;
 - tests a range of skills, knowledge and understanding;
 - encourages effective and standardised marking procedures which consider individual needs/requirements of external exam boards;
 - is both quantitative and qualitative;
 - is carried out in a range of contexts.
- *Recognise ALL learner progress and achievement by:*
- rewarding progress, effort and achievement;
 - fostering motivation and a commitment to learning;
 - creating opportunities for self-direction;
 - boosting self-esteem and fostering social development.
- *Develop the capacity for self-assessment through:*
- sharing learning outcomes and assessment criteria;
 - giving meaningful, yet sensitive constructive feedback;
 - supporting learners in self and peer assessment activities;
 - engaging learners in setting SMART (realistic) targets;
 - fostering a shared responsibility and understanding partnership between the learner, their family and school.

5.2 Assessment approaches

Assessment is an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use 4 broad overarching forms of assessment:

- Entry point baseline and screening assessments;
- Day-to-day in-school formative assessment;
- In-school summative assessment;
- Nationally standardised summative assessment.

We use a range of assessments in a variety of ways for a variety of purposes.

Assessment is used as part of the cycle of Assess, Plan, Do, Review; to identify progress and gaps in learning and informing future planning.

Assessments will be appropriate and accessible to the individual needs of the learners and are moderated and benchmarked against national curriculum expectations.

5.2.1 Entry Point and Baseline Assessments

Learners are admitted to Three Towers throughout the year, mostly mid-Key Stage and with the majority joining in Key Stage 4 all with their own unique and often disrupted experience of education. Nonetheless, we have the same high expectations of and aspirations for all learners including those working below the national expectations and we consider progress

relative to their actual starting points and consider the nature of any learning difficulties, including SEMH needs.

Once we receive a referral, we contact the referring school and any other agencies involved to gather information around the learner and the reason for referral.

An admissions meeting is arranged with the learner, their parent/carer and for interventions the referring school to discuss expectations, complete admissions paperwork and gather qualitative information about the learner.

Whenever possible, prior assessment data is collected from the previous school and entered onto the learner's pen portrait.

After the initial meeting, the learner starts the comprehensive induction process by completing a range of baseline assessments. These assessments are robust and give an accurate profile of the needs and ability of the learner.

The assessments that we use on entry include:

- BPVS – learners understanding of expressive and receptive language;
- Access Reading Assessment – identifies a reading age which also informs us of appropriate stage learner will be working at;
- GL Portfolio Assessment – Dyslexia screener which provides standardised scores for literacy levels, phonological knowledge, processing ability and working memory giving a full learning profile for each learner on entry;
- Basic Number Screening Test – identifies numeracy age which informs us of appropriate stage learner will be working at;
- 360 Risk Assessment – a strengths and difficulties questionnaire which determines level of risk. It also identifies the emotional literacy target for our KS1 and KS2 learners;
- Executive Skills – screener to identify strengths and areas for development around learners preferred metacognition skills;
- Thrive profile assessment - A profile tool to identify the social and emotional needs of our learners.

As well as identifying fundamental gaps in knowledge, understanding and skills that need to be filled to provide a foundation for further learning, the baselines enable us to place each learner in the learning group with the most appropriate programme of study.

After initial baselines and screeners are carried out in the induction phase, subject baselines are carried out in core subjects of reading, writing, maths and science.

Foundation subjects have a baseline period over the first six weeks of a learner starting. Along with work assessed from previous schools, these assessments identify gaps and form the starting points for each learner's pathway.

5.2.2 In-school Formative Assessment: Assessment for Learning

In-school formative assessment is a vital part of the assessment process and improves motivation, self-esteem and learning. **Assessment for Learning** enables:

- Teaching staff to:
 - identify how the learner is performing on a continuing basis and to detect learners' gaps and misconceptions;

- tailor teaching to meet the needs of each learner, no matter what their attainment;
- identify the next steps in learning and enable learners;
- Learners to:
 - engage in formative assessment and demonstrate their learning in a variety of ways;
 - measure their knowledge and understanding against learning objectives;
 - identify areas in which they need to improve;
 - have greater involvement and responsibility for their own learning.
- Parents/carers to gain a broad picture of where their child's strengths and weaknesses lie and what they need to do to improve.

Assessment for Learning Strategies that are used include but are not limited to:

- Learning Intentions - these can be tracked to objectives in medium-term plans and are shared with learners at the beginning of lessons and clearly separated from the explanation of the activity. They clarify the learning objective and give learning a clear focus.
- Success Criteria - these are differentiated learning outcomes and are shared, discussed and agreed with learners. They clarify the learning outcome and set expected standards.
- Feedback and Marking - verbal and written feedback is linked to the learning objective and focuses on how learners can improve their work and make progress.
- Observation - ongoing observations watching, listening, and talking informs learner progression and assessment for learning, creating a bespoke curriculum to take account of the interests of the learner.
- Questioning - teachers encourage, trigger, and sustain verbal dialogue with challenge, enabling learners to become independent learners.
- Self / Peer Assessment - during lessons learners are expected to reflect on what they have learned and what they need to do to improve. Learners are encouraged to assess each other's work and to provide fair and helpful feedback. This encourages reflection and self-assessment.
- Target Setting - teaching staff use an appropriate range of data to baseline learner performance, set targets and judge processes. This allows progression towards curricular targets.

5.2.3 In-school summative assessments: Assessment of Learning

Summative assessment is assessment **of** learning that measures what learners know or can do at a particular point in time.

It is used to measure performance and clearly identifies a standard of learner attainment. It is carried out *at the end* of a period of learning, providing a snapshot of attainment at the end of a unit, term, year group, key stage or when a learner is leaving the school. It makes judgments about a learners' performance in relation to national standards. It includes:

- short end of topic or unit tests;
- end of year exams;
- reviews for learners with SEND.

Effective in-school summative assessment enables:

- School leaders to:
 - monitor performance of learners/cohorts and identify where interventions may be required;
 - work with teachers to ensure learners are supported to maximise their potential.
- Teachers to:
 - evaluate learning at the end of a unit/period and impact of their own teaching;
 - provide feedback to learners on how they can improve.
- Learners to:
 - understand how well they have learned and understood a topic or course of work;
 - consider areas for improvement/next steps in learning.
- Parents/carers to stay informed about the achievement, progress and wider outcomes of their child over a period of time.

5.2.4 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders to:
 - monitor the performance of learner cohorts;
 - identify where interventions may be required;
 - work with teachers to ensure learners are supported to achieve sufficient progress and attainment.
- Teachers to understand national expectations and assess their own performance in the broader national context.
- Learners and parents to understand how learners are performing in comparison to learners nationally

Nationally standardised summative assessments include:

- Phonics screening check in Key Stage 1;
- Multiplication checks in Year 4;
- National Curriculum tests and teacher assessments (SATS) at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6);
- GCSEs and vocational qualifications (including BTECs and functional skills) at the end of Key Stage 4.

5.3 Assessment from External Agencies

We also refer learners to the following external agencies and specialist assessors where appropriate:

- Educational Psychologist (EP);
- Targeted Educational Support Service (TESS);
- Speech and Language Therapist (SaLT);
- Occupational Therapy (OT);
- Child Adult Mental Health Services (CAMHS);
- Ethnic Minority Achievement Service (EMAS);

- Sensory Support Team (SST).

5.4 Standardisation and Moderation

Standardisation and moderation are a crucial part of assessment.

Standardisation is a process by which teaching staff consider work produced by their own learners and, using pre-determined criteria, decide on standards as being typical of work at a particular level.

Moderation allows teaching staff to benchmark their judgements, while helping to ensure that standards are consistent, and outcomes are reliable. Moderation is an integral part of assessment ensuring that standards of assessment are consistent and that they are maintained from year to year.

These processes are an essential part of our summative assessment system. Leaders, both core and middle, are involved in them to ensure agreement on common criteria/standards for subjects in the following ways;

- with colleagues in school;
- with colleagues within the Rowan Learning Trust (RLT);
- with colleagues from other schools within the authority;
- by attending subject specific leadership sessions to ensure our judgements are in line with those of other schools locally and nationally;
- by using the GCSE specifications, NC criteria, RLT criteria and SATs exemplification materials.

6 Monitoring and Evaluation of Assessment Processes

There is a full and focused monitoring programme that reviews teaching and learning to quality assure and validate the assessments of the teachers.

Feedback and marking are an integral process of formative and summative assessment. As a result, systems and practices have been established and embedded across school, to ensure effective, consistent practice, adapted according to the abilities of the learners.

All staff are expected to follow the Marking and Feedback Policy.

7 Recording Assessment

We have adopted a system of assessment which places learners' individual needs at the heart of the process, we understand that every learner is different and will not be on the same linear path and thus, our assessment practice will be bespoke to each learner.

Records will:

- be clear, effective and manageable;
- be based on evidence and demonstrate any progression;
- be used to identify individual needs and inform planning;
- provide sufficient information to report on learner's progress to parents but not be onerous to produce;
- identify learner's social and emotional needs and attitude to learning as well as progress in learning.

8 Reporting

8.1 Reporting to Parents/Carers

Reporting is an essential part of the home/school partnership and plays a vital role in raising learner attainment. We only collect data which provides information about genuine learning and progress. Therefore, we aim to collect valid and reliable data to capture authentic learning in the classroom. The aim of academic reporting is to:

- provide specific information for parents/carers, learners and staff;
- inform parents/carers and learners of learner progress in a positive manner;
- alert learners and parents/carers to areas of concern so that these can be quickly addressed;
- provide a starting point for discussion on Review Days and progress meetings.

8.2 Methods of Reporting

Formal data capture takes place three times a year, which enables tracking and monitoring of learner progress.

Written progress reports are shared termly with parents/carers and with learners next provision/school or dual registered school where necessary. These reports are designed to be as simple and clear as possible. Each report includes working at grade, attitude to learning, a progress judgement, attendance and exclusion data.

8.3 Statutory Reporting

Schools have a statutory duty to prepare annual reports for parents before the end of the summer term. Where results of public exams, vocational qualifications or credits are not received until after the end of the summer term, schools are required to provide that information to parents as soon as possible, and by no later than 15 days after receiving it.

These procedures refer to:

- [Reporting to parents at the end of key stages 1 and 2 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/reporting-to-parents-at-the-end-of-key-stages-1-and-2)
- [School reports on pupil performance: guide for headteachers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/school-reports-on-pupil-performance-guide-for-headteachers)

8.4 Non-statutory Reporting

We believe that effective communication between school, the learner and their families positively impacts the learners academic progress and personal development. To this end we provide frequent updates, including:

- daily/weekly emails, phone calls and texts;
- regular review meetings (internal & external), including sharing information collected in Round Robins;
- interim reports which include working at level, progress, attitude to learning and attendance record shared at the end of the autumn and spring terms;
- progress review days at the start of each term;
- other reports as required by the local authority and schools/academies.

9 Monitoring of this Policy

This policy will be reviewed annually by CLT. After every review, the policy is shared with the local governing committee for approval. All teaching staff are expected to read and follow this policy.

10 Links with other Policies & Procedures

This policy should be read alongside

- *All exams policies*
- *Attendance Policy*
- *Behaviour & Relationships Policy*
- *Marking and Feedback Policy*
- *Quality Assurance Procedures*
- *SEND Local Offer*
- *Teaching and Learning Policy*

UNICEF - UNCRC

The UN Convention of the Rights of the Child sets out human rights of every person under 18 (Article 1) and applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2). Articles directly relating to this policy are:

2 (Non-discrimination)	16 (Right to privacy)
3 (Best interests of the child)	23 (Children with a disability)
5 (Parental guidance & a child's evolving capacities)	28 (Right to education)
12 (Respect the views of a child)	29 (Goals of education)
13 (Freedom of expression)	

Appendix 1:

Attitude to Learning Level Descriptors

Exceptional Learner	A
<p>An exceptional learner displays all the qualities of an outstanding learner and much of the following:</p> <ul style="list-style-type: none"> ➤ independently take responsibility for their learning and behaviour, and know how to study effectively ➤ are excellent self-managers, use their own initiative and are able to apply newly acquired knowledge into bigger concepts ➤ lead their own learning, develop their interests and talents, and go beyond the expectations of classwork set by the teacher, for example by carrying out extra reading or research ➤ are resilient and go above and beyond, by actively seeking to improve the quality of their work ➤ participate in the wider school community, showing respect and an understanding of others ➤ carefully consider diverse viewpoints and utilise these to make decisions or conclusions and support others with decision making ➤ consistently recognise right and wrong, understand consequences and take the opportunity, where appropriate, to investigate moral and ethical issues 	
Secure Learner	B
<p>A secure learner is responsible and committed. Secure learners:</p> <ul style="list-style-type: none"> ➤ usually take responsibility for their learning and behaviour ➤ consistently try hard both inside and outside the classroom to develop detailed knowledge and skills ➤ are often resilient and try hard to improve the accuracy of their work ➤ respond to teacher or peer feedback and ensure targets are met ➤ consistently recognise right and wrong, understand consequence and when investigating moral and ethical issues offer some reasoned views ➤ demonstrate an understanding of the Modern British Values of democracy, the rule of law, individual liberty, respect and tolerance 	
Developing Learner	C
<p>A developing learner is likely to be a coasting learner who is not reaching their full potential. They are getting the basics right but need to push themselves to fulfil the characteristics of outstanding learners. Developing learners:</p> <ul style="list-style-type: none"> ➤ are inconsistent in taking responsibility for their learning and behaviour and require further support ➤ spend an adequate amount of time on tasks and present their work adequately ➤ usually attend lessons on time ➤ make some contributions during discussion work ➤ usually act upon feedback to improve performance ➤ can identify and describe the Modern British Values of democracy, the rule of law, individual liberty, respect and tolerance, but do not always demonstrate or exemplify these 	
Emerging Learner	D
<p>An emerging learner demonstrates a developing attitude towards learning and requires encouragement and specialist support, both pastorally and academically. Emerging learners:</p> <ul style="list-style-type: none"> ➤ take little responsibility for their own learning and behaviour ➤ leave work incomplete or do not complete it to an appropriate standard ➤ frequently fail to complete classwork ➤ may be late to lessons and be reluctant to engage at times ➤ may be absent for unacceptable reasons ➤ disrupt learning of others ➤ fail to adequately consider different viewpoints or to demonstrate an understanding of Modern British values of democracy, the rule of law, individual liberty, respect and tolerance 	
Potential Learner	E
<ul style="list-style-type: none"> ➤ Due to non-engagement, a judgement cannot be made about attitude to learning 	
Not accessing due to amended timetable	N

Progress Descriptors

Learners are assessed when they start with us so that we have a baseline against which to measure progress. These baselines allow us to identify gaps in knowledge and skills that need to be filled to provide a foundation for further learning.

As these gaps are filled, the gap between where they are and where they should be academically begins to close. This increases their resilience and self-belief, so they can overcome barriers to learning and deepen their knowledge, skills and understanding of new units of work.

Progress is measured continuously during each lesson so that teachers can adapt the work to meet the needs of the learners. End of unit tests as well as discussions with learners, peer and self-assessment alongside more formal assessments are all used to measure progress. At TTAPA, we never forget that:

The small steps each learner makes every day contributes to PROGRESS

Exceptional Progress	1	By narrowing the gap from their starting point at Three Towers, learners progress has exceeded our expectations
Secure Progress	2	By narrowing the gap from their starting point at Three Towers, learners progress is in line with our expectations
Some Progress	3	From their starting point at Three Towers, learners are developing their skills and knowledge and are progressing but have not yet met our expectations
Minimal Progress	4	From their starting point at Three Towers, learners have only made minimal progress
No Progress	5	No progress has been made due to non-engagement
Not yet Accessing	N	Not accessing subject due to amended timetable

Working at Descriptors

Learners at follow the National Curriculum from Key Stage 1 to Key Stage 4. We adapt our teaching to ensure that any gaps in prior learning are identified and filled whilst still working within the relevant key stage.

Exceeding Expected Standard	EXC	A learner that is exceeding the expected standard is independently working at greater depth
Working at Expected Standard	WA	A learner that is at the expected standard is working with minimal support.
Working Within Expected Standard	WW	A learner that is working within the expected standard is working with a decreasing amount of support.
Beginning to Work at Expected Standard	BEG	A learner that is beginning to work at the expected standard is working with a substantial amount of support
Not Yet Accessing	NA	Not yet accessing the curriculum for this subject.

Attendance Descriptors

We attach great importance to the regular attendance of all our learners, it is vitally important that learners attend school regularly and on time. We will track attendance robustly and have developed a rating system which we monitor

Exceptional	96 - 100 %
Good	92 - 95 %
Concerning	80 - 91 %
Persistently absent	50 - 79 %
Severely absent	0 - 49 %