

## Assessment Policy

<b>Accountability:</b> <b>Trustee Committee:</b> Quality of Education Committee <b>SLT:</b> Dean Willis  Revised Date: February 2026  Ratified Date: 10 <sup>th</sup> February 2026  Review Date: February 2027	Ratified by: Quality of Education  Name: Su Bernard  Signed: <i>Su Bernard</i>  Date: 10 <sup>th</sup> February 2026  <b>Chair of Trustees:</b> Howard Reid
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### Legislation and guidance

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

This policy refers 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](#)

This policy complies with our funding agreement and articles of association.

### Roles and Responsibilities

#### **The board of trustees**

The board of trustees will monitor the effectiveness of this policy and hold the Headteacher/Assessment Lead to account for its implementation.

The board of trustees will also ensure that:

- They are 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 pupils
- They hold school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

#### **Head teacher**

The Head teacher/Assessment Lead is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to trustees on all key aspects of pupil progress and attainment, including current standards and trends over previous years

#### **Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy.

### Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

# Maplefields Academy

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

## Training

Teachers are kept up to date with developments in assessment practice through the school development plan, which is informed by outcomes from whole school monitoring. Staff training is identified through this process. Teachers and support staff have the opportunity to develop and improve on their practice in a variety of ways. Staff training sessions are designed as the emerging needs arise to ensure that there is a secure understanding of the purpose and practice of all assessment. Staff briefings are also used to share best practice and provide visual examples of assessment practice. Workshops are held when necessary on Tuesday evenings to support staff with any areas for development. This is also monitored as part of the performance management process at Maplefields. Any areas for development are identified and actions are given. Mentors are assigned to support with any difficulties or to share best practice across school.

## Review

This policy will be reviewed annually by the Quality of Education subcommittee. At every review, the policy will be shared with the board of trustees.

All teaching staff are expected to read and follow this policy. Senior leadership, middle leaderships and subject leadership are responsible for ensuring that the policy is followed.

SLT will monitor the effectiveness of assessment practices across the school, through:

- Lesson drop ins
- Formal observations
- Moderation
- Book scrutinies
- Pupil progress meetings such as annual reviews
- Curriculum conversations
- Pupil voice
- Subject progress reports

## Background

We strive to motivate pupils who have so far found school a challenge by providing a safe, calm, caring learning environment which is stimulating through the richness of the learning environment and the caring, nurturing approach and encouragement given to each pupil by staff. We work to foster a sense of belonging and to provide the opportunity for all pupils to develop a sense of self-worth, confidence and control over their lives.

### **Our main aims are:**

To provide opportunities for all pupils to follow a broad, balanced and relevant curriculum, which includes the National Curriculum, and to encourage each pupil to succeed and achieve their full potential with accreditation, whilst learning to establish independence through working routines, managing their own behaviour and learning to make appropriate choices and accepting responsibility.

# Maplefields Academy

To prioritise Basic Skills giving special emphasis to literacy. Our pupils generally arrive with poor literacy skills and we aim to improve their attainments and achievement in reading and writing using a variety of strategies, resources and learning styles. To build upon previous skills and experience to extend the knowledge of pupils, using practical activities and structured play where appropriate. To offer a progression, through small steps, for the development of skills and concepts.

To provide, in addition, direct timetabled opportunities for pupils to learn social, behavioural and **communication** skills and self-awareness through structured teaching.

To help pupils develop a respect for themselves and others in order to be able to follow rules and become integrated and accepted members of the larger community who are able to form positive, meaningful and **healthy relationships**. To prepare pupils for the opportunities and responsibilities of adult life.

To promote effective and supportive relationships with parents, carers and all other professionals involved with the pupils in working towards our agreed aims and values. The school promotes the spiritual, moral, social and cultural development and those identified as British Values of all pupils together with equal opportunities to enable pupils to achieve the individual outcomes ensuring their safeguarding as our priority.

In addition we will aim to offer mainstream experience or re-integration where a child demonstrates that he/she has acquired the requisite social and academic skills.

## Maplefields Key Curriculum Drivers



## Principles and purpose of Assessment at Maplefields

At Maplefields our guiding principles ensure that we evaluate the aim of any assessment that is used and we ensure that we take staff workload in to account.

Purposes of Assessment:

- Inform and support planning.
- Identify and plan next steps in sequencing and progression in line with the curriculum long term plan.
- Fuel records and reporting process to all trustees including pupils, parents, teachers, trustees and outside agencies.
- Identify pupils' strengths and areas for development.

- Improve and evaluate teaching and learning, and so raise standards.
- Allow all pupils to recognise and achieve their full potential.
- Provide evidence of achievements.
- Plan for progression and development.
- Ensure equality of access.
- Fulfil statutory requirements.

Assessment is an integral part of our curriculum at Maplefields. It is a continuous process. Assessment falls largely into 3 groups:

**Formative:** This is day to day on-going assessment, carried out by teachers and support staff both formally and informally during a unit of work for example, low stakes testing, questioning, identifying and addressing misconceptions and implementation and effective use of the school agreed active marking policy. The results of formative assessment have a direct impact on the planning, teaching materials and strategies employed following the assessment. Results and observations of formative assessment are also fed back to pupils and noted by teachers. This then also informs future planning in order to support the individual needs of the pupils at Maplefields.

Effective in-school formative assessment enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

**Summative:** These occur at defined times in the academic year. They are a 'snapshot' of what a pupil has achieved both in terms of attainment and progress at a given moment in time.

Effective in-school summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period

**Nationally Standardised Summative Assessment:** These are pre-defined and set testing that occur as part of the statutory assessment strategy ranging from KS1 phonics screening to National Curriculum tests and teacher assessments at KS1 and KS2 including optional SATS. Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and other post-16 qualifications in Key Stage 5.

Nationally standardised summative assessment enables:

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

## **Assessment, Record Keeping and Analysis**

We strive to build pupils' aspirations demonstrating possibilities for their future lives through bespoke plans for each pupil, allowing them to experience their next learning environment and giving them the skills and confidence to achieve, measuring this through realistic qualifications and personalised destinations that meet the needs of the successful Maplefields pupil.

We use rigorous triangulated monitoring throughout the year to gauge the impact of our curriculum design.

Alongside senior leadership, middle leadership and subject leadership, we monitor individual subjects through:

- Review of teaching and learning
- Evaluation of pupil voice
- providing individual feedback to move practice forward
- celebration of positives and highlighting areas of development

Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps. Learning is measured through careful analysis of the application of skills across the curriculum as well as how they link to our school curriculum drivers. Class teachers and curriculum/subject leaders conduct subject progress analysis performance and progress towards EHCP outcomes against individual and school targets which are reviewed regularly. This allows for any students that are falling behind to be identified and additional provision put in place in a timely manner.

## **Systems of practice:**

Summative assessment is carried out using the electronic system 'Earwig Assessment'. To access this you need a login name and password issued by the ICT technician. At Maplefields we use Earwig Assessment to collate records (pictorial and anecdotal evidence), collect and analyse data and produce reports for trustees, Parents and Carers. We use this software to allow teachers to measure pupil attainment and progress against curriculum objectives that are set out as part of the staged approach to our curriculum subject specific and non-subject specific learning at Maplefields. This allows teachers to identify gaps in a pupils' education due to interrupted learning and therefore plan effectively to meet individual needs, monitor progress and provide analysis by producing charts of classes, year groups or whole school data. This data can be used for their own records, to demonstrate how pupils are progressing in a particular subject or for reporting to SLT, parents/carers and all other trustees.

Assessment information is tracked and progress is monitored through the following frameworks:

- EYFS – we formally do not have an EYFS cohort however there is scope for individuals that are working well below age related expectation to still be assessed against this criterion.
- Maplefields Pre-Stage Criteria for Maths and English
- Read, Write Inc (RWI)
- Maplefields Core (Maths, English and Science, which have been adapted from the National Curriculum)
- Maplefields Foundation (multiple foundation subjects such as History and Music that have also been adapted from the National Curriculum)

# Maplefields Academy

- Functional Skills in Maths, English and ICT
- Maplefields Accreditation (All subjects that hold a formal pathway to accreditation in KS4/5)
- Skills Builder (our whole school skills-based curriculum)

Earwig Assessment is used as a working interactive tool and is updated regularly. Assessment points are taken at three identified periods throughout the year. This informs the first and second interim reports as well as our end of year reports that are sent home to parents/carers. Pictorial evidence is collated and uploaded to Earwig throughout the year to provide subject evidence towards assessment but also to form our end of year reporting process.

An Assessment Timetable identifies key points during the year for baselines, target setting, professional judgements and checking and reporting on progress and attainment.

End of Key stage assessments are conducted as directed by Government procedures and reported to parents.

Earwig Assessment can be accessed from school or home via a laptop, tablet or through the accompanying app. Teachers complete their assessments by clicking on the tiles alongside the statement and below the pupils' name. Each click will change the colour of the shape.

- Red = Working towards statement (worth 1 point of attainment)
- Amber = Achieving statement (worth 2 points of attainment)
- Green = Met the statement (worth 3 points of attainment)
- Blue = Exceeding (Mastering) the statement (also worth 3 points of attainment)

The system collates a total score based on framework coverage and also provides a total point score for each subject. This can be broken down further by strand if necessary. Targets can then be set based against their baseline scores taken approximately six to eight weeks in to the academic year.

## **Target setting**

Target setting is completed on the Earwig Assessment System at the start of the year (approximately six to eight weeks in). New pupils are baselined and last year scores are taken for historic pupils. Each framework is analysed to identify the number of points 1 year of progress is worth in relation to each individual subject. This is then broken down in to 3 categories:

- 1/3 of one-year progress points total - Complex needs pupils
- 2/3 of one-year progress points total - Standard expectations
- 3/3 of one-year progress points total - High functioning pupils (talented, able or gifted)

This enables all teachers at Maplefields to set realistic but challenging targets for all pupils and therefore meet the individual needs of all pupils.

## Professional Judgements

Periodic additional monitoring is completed throughout the academic year by a process called professional judgments. This is an overall holistic view of progress that is taken when factoring in all elements of need and support as opposed to just focussing on individual academic progress and attainment when measuring against objectives. This takes attendance to lesson and engagement in to account. Pupils are coded as RED, AMBER or GREEN. This allows us to identify any subject specific trends or individual pupil trends in relation to access and engagement to the curriculum.

- Red = Achieving below expected level.
- Amber = Achieving at expected level.
- Green = Achieving above expected level.

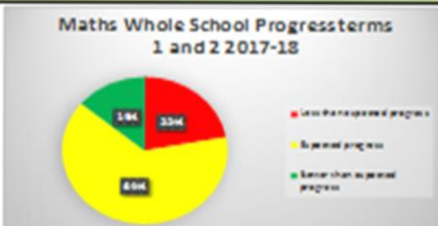
Pupil Details.		English Dec	Reading	Writing	Comments
7JB		Amber	Amber	Amber	
7JB		Amber	Amber	Amber	
7JB		Amber	Amber	Amber	
7JB		Amber	Amber	Amber	
7JB		Green	Green	Green	
7JB		Amber	Amber	Amber	
7JB		Amber	Amber	Amber	
7JB		Amber	Amber	Amber	
7JB		Amber	Amber	Amber	
7JB		Amber	Amber	Amber	
7CW		Red	Red	Red	Not in school
7CW		Green	Green	Green	
7CW		Red	Red	Red	works with J Taylor/non attendance to lesson
7CW		Amber	Amber	Amber	
7CW		Green	Green	Green	
7CW		Green	Green	Green	
7CW		Amber	Amber	Amber	
7CW		Amber	Amber	Amber	

Red = Achieving Below Expected Level.  
 Amber = Achieving Expected Level.  
 Green = Achieving Above Expected Level.

Details of issues if indicator is red.

## Subject Progress Reports to Trustees.

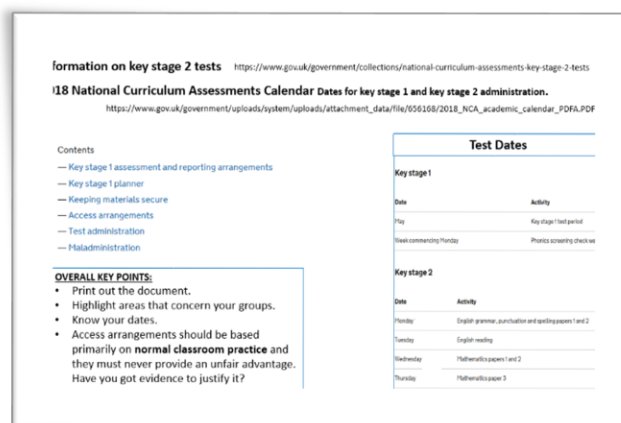
The data collected on Earwig Assessment also allows staff to examine progress made by our pupils. This can be seen as an individual pupil, a class, a year group, a key stage, or as a whole school cohort. Subject leaders use this to report on the progress of all pupils made in their subject areas. These reports are given 3 times over the academic year.

Maplefields School Curriculum Progress Report	
<p><b>Subject: Maths Term: 1-2 2017-18 (autumn term)</b>  <b>Curriculum Leader(s): Dean Willis</b></p>	
Areas/ topics covered this term	
<p>KS1/2 - Number, Shape &amp; Space, Measures, Data Handling are taught in correspondence with the <a href="#">National Curriculum</a>. KS3 - Algebra 1 and 2, Number 1 and 2, statistics 1 and 2, Geometry and Measures 1 and 2 for each year group (7/8/9) are taught in correspondence with the <a href="#">National Curriculum</a>. KS4 - EDEXCEL Unit 1: Understanding and using numbers, calculating mean and weighted mean, using the three types of averages, constructing and interpreting frequency tables, modal class and median of grouped data, quartiles and interquartile range. EDEXCEL Unit 2: Ratio and proportion, dividing quantity into different ratios using different quantities, equations with brackets and equations with unknowns on both sides, <a href="#">BODMAS</a>, multiplying and dividing in index form, drawing and using scatter diagrams, constructing lines of best fit, the parts of a circle.</p>	
Overview of pupil progress including any assessments that have taken place	
<p><b>Maths Whole School Progress terms 1 and 2 2017-18</b></p>  <p>These figures are across whole school and display data for terms 1 and 2.</p> <p><b>78% (51 pupils) made expected or better than expected progress</b></p> <p>14% (15 pupils) made better than expected progress</p> <p>64% (68 pupils) made expected progress</p> <p>22% (23 pupils) made less than expected progress</p>	
Interventions to address inadequate progress	
<p>Out of the 23 pupils that are not making progress, 10 are either educated off site or have an attendance below 50%. 5 out of 23 pupils have <a href="#">individual timetables</a> and have extra support but do progress at a slower rate. Targets may need to be adapted to fall in line with the needs of the pupils. 3 pupils are currently on individual timetables and therefore do not attend when they should due to changes to curriculum. 5 out of 23 pupils are not making progress but all have had exclusions during terms 1 and 2. Interventions are in place to provide appropriately differentiated work <a href="#">and</a> to provide 1-1 support. A programme has also been set up for one particular pupil.</p>	
Monitoring Activities:	
<p>Subject leader for <a href="#">Maths</a> Lesson drops in took place. A learning walk took place to look at the <a href="#">classroom</a> and a sample of planning was collated and checked. Work scrutiny also took place as part of the monitoring process across whole school. The results of this <a href="#">work scrutiny</a> to be more explicit in lessons and needs to be more consistent. Displays need to be more consistent and pupil focused across whole school. This <a href="#">work scrutiny</a> to be more purposeful and linked to the learning and to classroom monitor. Training will take place on an individual basis for this.</p>	
Progress / amendments to the development or action plan	
<p>New Software for Primary <a href="#">Busy Ants</a> is part of the Collins connect family and will provide resources for planning and for delivery of lessons. DW now needs to deliver training to Primary staff. A <a href="#">licence</a> has been purchased. Collins connect Secondary has also been renewed for another three years. Qualifications <a href="#">until</a> term 3 due to the needs of the pupils being different. Many current year 11 pupils illustrated fear of failure towards entry level and functional skills.</p>	
Any staff CPD	
<p>Training on classroom monitor for new staff has taken place. Moderation for Maths has also taken place and the Standards file <a href="#">has been updated</a>.</p>	
Any visitors or special events that have taken place	
<p>None</p>	
Learning Outside The Classroom	
<p>Primary have been identifying acute, obtuse and reflex angles in objects around the school grounds.</p>	
Qualifications update	
<p>Mock GCSE <a href="#">will</a> term 3 due to staffing issues. A new time will be set up and used <a href="#">with</a> confidence and experience for those not only taking GCSE exams but also functional skills. Pupils are showcasing immature attitudes towards exams at present so more foundation work will need to be put in place before we expect pupils to complete formal exams.</p>	
Additional relevant information	
<p>None</p>	

## External Examinations

## KS1 and KS2 SATS/ Multiplication check

Teachers evidence and assess pupils to ensure they are ready to take SATS. Those that are not entered are assessed against the pre key stage standards in order to provide a statutory outcome for our pupils. We are routinely moderated externally by the local authority to ensure standards are consistent.



## Key Stage 4/5

At KS4/5 there are also end of key stage national exams. At Maplefields we use various exam bodies and cover all levels to accommodate the various abilities of pupils and to make sure that all pupils achieve success and gain qualifications in the subjects they are taking. Key stage 5 provides opportunities for pupils to re-take any previous accreditations such as GCSE Maths and English. There is also a heavy emphasis on the City and Guilds Employability and Life Skills accreditation as this enables our pupils to progress towards readiness for work in the future.

### Governing Bodies

City and Guilds  
OCR  
AQA  
EDEXCEL  
WJEC

### Examination Levels

Functional Skills, Vocational Subjects  
Entry Level Certificates  
GCSE  
BTEC

## Mock Exams

Mock examinations for Maths, English and Science take place during year 11 in January. The reason for this is allow pupils to form new relationships and build on consistent structure and routine during the autumn term. These exams are carried out in an identical way to the summer exams in accordance with correct procedures in order to allow the pupils to get used to the examination process. This reduces stress and anxiety, allowing pupils to achieve their best possible grade. The mock exams also provide the teachers with reliable data for predicting final exam results required on their college application forms.

## Predicted Grades

Special access arrangements are applied for during KS4. This is to allow pupils at Maplefields to have extra time, a reader, or a scribe, based on evidence in their education plan.

Name	Maths		English		Science	
	Predicted Qualification	Challenging Qualification	Predicted Qualification	Challenging Qualification	Predicted Qualification	Challenging Qualification
	Grade	Grade	Grade	Grade	Grade	Grade
	3	4	3 & L1	4 & L2	2	3
	2	3	2 & EL3	3 & L1	ELC3	2
	1	2	1 & EL2	2 & EL3	1	2
	2	3	1 & ELC 3	2 & L1	1	2
	1	2	2 & EL3	3 & L1	ELC2	ELC3
	1	2	2 & EL3	3 & L1	ELC2	ELC3
	2	3	2 & EL3	3 & L1	ELC1	ELC2
	1	2	ELC 3	1 & L1	ELC1	ELC2
	1	2	1 & ELC 3	2 & L1	ELC2	ELC3
	2	3	1 & ELC 3	2 & L1	1	2
	1	2	2 & EL3	3 & L1	1	2

## Moderation

At Maplefields Academy it is vital that we are able to make secure judgements and that we fully understand our curriculum. We do this through internal moderation sessions (both foundation and core) whereby staff create a dialogue as to the knowledge and pedagogy of a specific piece of work. Evidence is then kept in standards files on the staff shared drive.

Pupil:		Date of Assessment:
Evidence of work in: Maths exercise book		
Teaching Objective/Focus of work: present data using pie charts or line graphs		
Task/Activity: construct a pie chart using the correct formula to calculate the degrees of each sector.		
Task completed independently (Please tick)	Task completed with support ( please indicate high, medium, low)	
<input checked="" type="checkbox"/>	<input type="checkbox"/> No <input type="checkbox"/> Support	
This work contributes to level		Stage 6 Sec
BECAUSE evidences the following from the level descriptor:		
<ul style="list-style-type: none"> <li>Independent work</li> <li>Shows accurate use of the correct formula</li> <li>Show accurate use of a protractor and compass</li> <li>Table of information is evident and a key is given</li> </ul>		
is NOT a stage 6...Exc... (above) because the pupil has not written clear instructions on how to construct a pie chart to represent data and therefore would be unable to teach this skill to others.		
is NOT a stage 6...Beg... (below) because No support or prompting was needed. All work was independent after building on prior learning in the previous lesson. All working out is correct and pupil has even self-corrected after initially working out using the wrong formula.		
Moderated by:	Date Moderated:	Agreed level:

## Skills Builder 2.0 (skills-based curriculum model)

# Maplefields Academy

Skills Builder is designed to provide a comprehensive skills-based curriculum model to follow alongside and to complement our whole school curriculum model. Skills builder is built around 8 outcome areas:

Listening  
Speaking  
Leadership  
Teamwork  
Problem solving  
Creativity  
Adapting  
Planning

These are split in to 16 steps for success; and also correlate with the school curriculum drivers:



Skills Builder outcomes are taught explicitly throughout the curriculum as part of key times, lesson times, themed assemblies and through all encompassing and concrete experiences. Primary classes also have a timetabled skills builder session every day to begin to build the fundamental skills at the lower steps. The skills Builder outcomes are on display in all classrooms and are referenced in relation to the skills being delivered throughout the school day. This is then formally assessed alongside subject specific criteria three times per year by the class teacher or tutor. Skills Builder is a long-term curriculum that can last until adulthood and as such progress is slow. For this reason, target setting does not apply.

## EHCP outcomes

Alongside our analysis of Skills Builder and the progress made against the curriculum drivers, we also measure progress against individual targets. These targets are generated from the EHCP statement outcomes and are individual to each pupil. Three targets are focussed on and are presented on the back of the daily schedules. Staff then collate the data using a scoring system, which allows us to analyse progress towards each target. Targets can then be amended to be more achievable or can be changed altogether as they are completed. This then uploaded, tracked and monitored through the Earwig Assessment system. Earwig allows staff to see how pupils are working towards their targets (colour coding tiles is applied in the same manner as when assessing against subject specific criteria). Once a target has been achieved new targets can be assigned and adapted where necessary.

## Reading at Maplefields

With our whole school focus on Reading there are a number of robust assessment tools in place to monitor Reading across the Whole School. We work closely with *Ruth Miskin* and use their nationally recognised *Read Write Inc Phonics* Assessment tool to baseline all students in Primary. This assessment tool allows us to identify with accuracy a child's phonic knowledge. In Secondary we use the powerful *NGRT* reading assessment tool created by *GL Assessment*. *NGRT* produces a rich variety of data for each student: allowing us to identify areas for development and of strength; to place each student within the national context as well their school cohort; to separate sentence completion from passage comprehension; and of course, to track the students' progress over time from starting points.

# Maplefields Academy

*Read Write Inc. Phonics* is assessed four times during the year: with a baseline taken in September, followed by assessments at the end of the second, fourth and sixth terms. The NGRT assessment is designed to be taken three times a year. As such it is delivered at the beginning of each large term: Autumn, Spring and Summer.

For those students in Secondary that have yet to reach the levels of independence required to access the *NGRT* assessment we use the *Read, Write Inc Fresh Start Assessment*. This varies only minutely from the *Phonics* assessment and is designed to be more accessible to older students. These assessments are delivered 1:1 by our Secondary Reading Leader, with assessments for progress taking place every six weeks.

These assessment systems are complimented by the school wide systems: Earwig and Professional Judgements. Taken altogether they give a holistic overview of each child and allow us to identify areas of concern and diagnose trends across cohorts. Analysed individually they are powerful tools which give detailed information that empowers our staff body to ensure that each child makes the progress of which they are capable.

## Other assessment elements

- Attendance data is monitored closely through the attendance officer and through regular SLT meetings. This is also the case for behaviour and suspension data, whereby we look for trends and identify strategies to support effectively.
- A Staff, Pupil and Parent/Carer Survey is carried out twice a year to identify and embrace stakeholder voice. This data is used throughout the year to inform staff training as well as teaching and learning elements that arise as emerging needs are identified. It also enables us with identification or indications relating to staff workload and the well-being of all of our stakeholders.
- Accreditation is consistently reviewed and adapted to meet the needs of the cohort. GCSE qualifications are established in English language and literature, Mathematics, Science and GCSE Film Studies. Functional skills entry levels and level 1 and 2 are offered for Maths, English and ICT. City and Guilds qualifications are on offer for Employability and Life Skills, Construction, Motor Vehicle Studies and Food and Hospitality. Further accreditation is also offered in Bronze Arts Award, Entry level Art and Science. Sports Leadership in Level 2 and 3 and BTEC Music in level 1 and 2, and BTEC Drama round out our curriculum accreditation offer. Maplefields also strives to identify where individuals may also be able to achieve in a particular area. We will offer additional qualifications wherever possible. these are all assessed on the Earwig Assessment system as set out previously in this document.
- Destination data is analysed over a 3-year period to identify trends and barriers for our pupils moving beyond Maplefields. We then work closely with other colleges and outside agencies to support our pupils with their next steps; which may include a place at Maplefields in the Post 16 provision.
- Gatsby benchmarking and Preparation for Adulthood outcomes (this supports judgements made on skills builder) are measured at identified points throughout the academic year to identify the successes and next step of our Careers strategy (informing Futures), next steps in learning and skills progression throughout Maplefields.
- SLT conduct and complete regular case studies to reflect on successful practice and to identify next steps for support our pupils at Maplefields. This is carried out throughout the year in SLT meetings.

## **RELATED POLICIES**

Curriculum

Marking

Homework

Non-examination assessment

Examination contingency plan