

Compass Learning Centre

Assessment Policy 2026-27

Statutory Policy: NO	Governor Action: NO			
Governors' Committee Responsible:	Teaching & Learning Committee			
Link Governor:	Chair of Committee			
Link SLT:	Deputy Head			
Person Responsible:	Deputy Head			
Date Reviewed:	May 2026			
Next Review Date:	May 2027			
Key Link Policies / Documents: <i>This list is not exhaustive and further policies / documents may also need to be consulted in addition to these dependent on circumstances</i>	SEN Policy Learning and Teaching Policy Marking and Presentation Policy Behaviour Policy Archived Assessment Policy if required			
Policy Suite:				
HR	Curriculum	Student Behaviour & Welfare	Finance	Premises & Health & Safety
	✓			

Inspire, Transform, Excel and Succeed

Signed: *Alison Glazier* Headteacher Date: 01/05/26

Signed: *Steve Allen* Link Governor Date: 25/06/26

Equality Impact Assessment – initial screening record

- What area of work is being considered? - Upon whom will this impact?	Assessment Policy Curriculum																																				
How would the work impact upon groups, are they included and considered? <table border="1" data-bbox="207 331 1177 712"> <thead> <tr> <th>The Equality Strands</th> <th>Negative Impact</th> <th>Positive Impact</th> <th>No impact</th> </tr> </thead> <tbody> <tr><td>Minority ethnic groups</td><td></td><td>√</td><td></td></tr> <tr><td>Gender</td><td></td><td>√</td><td></td></tr> <tr><td>Disability</td><td></td><td>√</td><td></td></tr> <tr><td>Religion, Faith or Belief</td><td></td><td>√</td><td></td></tr> <tr><td>Sexual Orientation</td><td></td><td>√</td><td></td></tr> <tr><td>Transgender</td><td></td><td>√</td><td></td></tr> <tr><td>Age</td><td></td><td>√</td><td></td></tr> <tr><td>Rurality</td><td></td><td>√</td><td></td></tr> </tbody> </table>		The Equality Strands	Negative Impact	Positive Impact	No impact	Minority ethnic groups		√		Gender		√		Disability		√		Religion, Faith or Belief		√		Sexual Orientation		√		Transgender		√		Age		√		Rurality		√	
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Does the initial screening highlight potential issues that may be illegal? No <table border="1" data-bbox="207 1373 1197 1529"> <tr> <td>Further comments:-</td> </tr> <tr> <td> </td> </tr> </table>		Further comments:-																																			
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Do you consider that a full Equality Impact Assessment is required? No																																					
Initial screening carried out by Mark Fisher, Deputy Headteacher Signed: <i>Mark Fisher</i> Dated: 1 May 2026																																					
Comment by Headteacher: No additional comments <i>Alison Glazier</i> 01.5.2026																																					

Assessment for Learning, Practice and Procedure

Aim

- To provide clear guidelines to the centres approach to assessment, recording and reporting
- To establish a coherent and consistent approach to assessment across all subjects and off-site provision
- To provide a system that is clear to learners, staff and parents/carers that promotes good learning and teaching

Introduction

Assessment encompasses a wide range of activities, formal and informal, summative and formative. Summative assessment (external, internal exams, end of key stage assessment) has a place in providing a summary of achievement (assessment of learning) over a set time period. However, research evidence informs us that a robust formative assessment or Assessment for Learning (AfL) has the largest impact on motivation, attainment and achievement. AfL involves the continuous use of classroom assessment (a wide range of methods) to improve learning.

The following is an attempt to:

- Provide a structure which learners recognise
- Provide a practice model which is realistic and attainable for teachers in terms of workload
- Minimise the need for summative assessment

The policy provides a framework for all assessment practices throughout the centre and off site provision. Off-site providers will develop assessment policies and practices which are consistent with Compass policy. Schemes of Work and awarding bodies will specify assessment methods and opportunities.

Formal assessment at Compass Learning Centre

On entry, students complete a variety of assessments that, along with other information, provide a baseline for all further assessment:

- Baseline Assessment from GL
- Reading Assessment
- EHCP Assessment if required

This in turn, sets a pathway or flightpath of the impact that teaching at Compass has on the young person. This is recorded as sub levelled grades to show the small steps of progress and is compared to 9-1 GCSE boundaries to give an accurate working at and target grade. This is in turn, is RAG rated to show how the students are working and if any interventions need to be implemented.

Tracking Student progress

Recordkeeping

Each subject teacher is responsible for maintaining up to date progress records of all young people. This information will inform the fixed assessment process.

Fixed Assessment Point

Baseline and Interim

At Compass, all subjects have termly data collection points where teachers record current attainment grades. These judgements are a measure of progress towards qualification/exam board criteria and in relation to their

predicted target grade for the end of the year and progress from their baseline assessment. This is the interim assessment and the grade is known as 'Working At' grade.

'Working At' Grades

This is a measure of current attainment. It must be informed by moderated assessments (against exam board criteria) of the young person's work.

In BTEC and other modular subjects the assessments should be based on modules completed to date or units achieved. In these subject, 'Working at Grades' are likely to give a good indication of the final result that the student will achieve. In other subjects with terminal examinations, working at grades will need to be interpreted by considering probable 'flight paths' for that subject and by comparing the student's attainment to their interim, end of year target.

Issues / Intervention / Impact

After each termly data entry, teachers are required to complete the Subject development plan to identify issues that are inhibiting or enabling progress. Strategies and interventions are assessed and new ones developed to enable students to improve their attainment. Factors for under achievement such as persistent absenteeism, poor behaviour choices or non-engagement should be recorded. This should inform discussions with SENCO, Headteacher, Deputy Headteacher.

This information ensures that learners are placed on appropriate programmes of study. Teachers should constantly monitor learner understanding and progress through questioning, discussion and observation. What follows is an attempt to 'capture' formal assessment processes.

- Marking work regularly ensuring written and verbal feedback
- AfL strategies including questioning, verbal and written feedback, peer and self- assessment, exemplification all with reference to focused learning objectives or targets.
- Attainment will be assessed using criteria set out in exam specifications.
- Students should have the opportunity to develop their own understanding of different grades/levels and how to progress to the next one.
- Progress tracking will take place every term and provide information to inform future planning and interventions.

Learners are supported to develop self-reflection skills, teachers should:

- Provide peer and self-assessment opportunities
- Explain the learning outcomes and their relationship to the learning objective
- Explain and model clear success criteria
- Support students to develop appropriate language to assess their own work
- Encourage learner reflection throughout the learning process
- Guide learners to identify the next step

Monitoring

- Work scrutiny will take twice a year and be evaluated using specific criteria
- All feedback will be recorded and assessed in accordance with the guidance for marking and will demonstrate evidence of AfL and will be monitored by SLT and Middle Leaders and through peer standardisation.

Assessment and Reporting Schedule

- The centre publishes the assessment calendar to all the provisions. This contains the deadlines for the data collection and reporting to parents/carers.
- The data is collated

- Summative assessment- teachers to use a summative assessment at the end of teaching units to evidence students working levels.

Assessment for Learning Framework

Good Assessment for learning practice is much more than providing summative judgements on a learner's level or grade and the recording of this judgements. The table below summarises the key characteristics of Assessment for Learning. Key characteristics that we should all strive to incorporate into our daily practice and into every lesson.

Key characteristics of assessment learning	Teaching strategies
Sharing learning objectives with pupils	• Share learning objectives at the beginning of each lesson and where appropriate, during the lesson in language that pupils can understand • Use these objectives as the basis for questioning and feedback during plenaries • Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages planning.
Helping pupils to know and recognise the standards they are aiming for	• Show pupils work that has met criteria, with explanations of why. • Give pupils clear success criteria then relate them to the learning objectives. • Model what it should look like. Eg exemplify good writing on the board. • Ensure that there are clear, shared expectations about the presentation of work.
Involving pupils in peer and self-assessment	• Give pupils clear opportunities to talk about what they have learned and what they are finding difficult, using the learning objectives as a focus. • Encourage pupils to work/discuss together, focussing upon how to improve • Ask pupils to explain the steps in their thinking: 'How did you get that answer?' • Give time for pupils to reflect upon their learning.
Providing feedback which leads to pupils recognising their next steps and how to take them.	• Value oral as well as written feedback. • Ensure feedback is constructive as well as positive, identifying what the pupil has done to improve and how to do it. • Identify the next steps for individuals and groups as appropriate.
Promoting confidence that every pupil can improve	• Identify small steps to enable pupils to see their progress, thereby building confidence and self-esteem. • Encourage pupils to explain their thinking and reasoning within a secure classroom ethos.
Involving both teacher and pupil in reviewing and reflecting on assessment information	• Reflect with pupils on their work – for example, through a storyboard of steps taken during an investigation. • Choose appropriate tasks to provide quality assessment information (emphasis on process, not just the correct answer). • Provide time for pupils to reflect upon what they have learned and understood and to identify where they still have difficulties. • Adjust planning; evaluate effectiveness of task, resources, etc as a result of assessment.

Dual Registration students

DR students are likely to only have progress data for attendance, engagement, effort as the placement is often shorter than an examination window. They will not sit GL baseline assessments unless the placement converts to permanent SEMH.

Type of referral	On entry	Progress recording	Exit
SEN / PEX / SEMH/ Medical (long term students)	All students to sit CATS for baseline upon entry. Spelling and reading assessments also recorded. Information used to set end of year targets on the master sheet.	3 times a year data will be tracked to show progress towards end of year target using the normal measures. 4APS for high attainers / 3APS for middle and 2APS for low. GCSE grades used.	Student is likely to be on roll until the end of KS3 or 4 where final progress data and / or attainment shared.