



Lumen Academy

Embrace Educate Empower

Assessment Policy

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Document History

Version	Status		Date	Author	Summary Changes
V1			Aug 24	M Sethi	

1 Aims of the Policy

1.1 Planning and assessment are always carried out for a purpose with the intrinsic aim of supporting student progress. Assessment that is both valid and reliable are invaluable in offering rigorous, systematic information to teachers to inform their future planning.

The aims of this policy are to:

- Create a dialogue between student and teacher/other adults
- Ensure continuity and progression for the learner as he/she moves through the academy
- Acknowledges areas of key skill knowledge success to the student, thereby motivating them to make progress
- Identify key skill areas requiring further development to students, which will be used to inform future planning
- Raise the achievement and self-esteem of students by providing them with regular, high quality, diagnostic feedback about their work.

At Lumen Academy Ltd, assessment consists of:

- In-academy formative assessment - which is used by teachers to evaluate students' key skill knowledge and understanding on a day-to-day basis and hence to inform their planning of further student learning
- In-academy summative assessment - which will enable teachers to evaluate the skills and knowledge learnt at the end of a teaching period, unit or module
- Nationally standardised summative assessment – which will ensure students are achieving outcomes, at least in line with or above National Average.

1.2 Dedicated improvement and reflection time (DIRT) is an essential part of the plan, teach and assess model. This planned opportunity provides regular focussed support for students to understand what key skills they have accomplished and what they still need to development.

- Formative Assessment (i.e. work completed during the 6-week cycle as students work towards identified key skills or assessments)
- Comments are specific and directly linked to key skills and success criteria shared with students beforehand
- The teacher marks, response or records feedback explaining what the student has done well and what they need to improve

2 Assessment pathways and target setting

Students (of all Key stages) will follow assessment pathways for all of their subjects that carry assessment. These pathways are identified as below and can broadly be associated with the GCSE grades indicated.

Pathway	GCSE Grade
Foundation	Below 1
Developing	1-3
Secure	4-5
Greater Depth	6-8
Mastery	9

A student may follow a different pathway for each of English, Maths or a vocation subject of their choice, dependent on the individual student aptitude and need. Each pathway relates directly to subject assessment criteria which enables judgements to be made about student progress. A banded approach is helpful because students often work at a range of levels and they often develop their skills and understanding at different rates.

3 Academic Student Targets

Students are set academic targets to provide aspirational challenge and motivation to achieve their potential. All students are set separate academic targets for their achievement at the end of year for all subjects they learn at Lumen Academy Ltd.

Students new to the academy will be monitored and set academic targets within the first six weeks of them joining the academy. The setting of student targets is a professionally informed decision involving all information as outlined below and undertaken by staff appropriate to the academy. It is important for Lumen Academy Ltd to use all contextual and student specific information when setting challenging and appropriate targets.

All students make progress at differing rates and at different stages. It is therefore important that all student targets are reviewed at each assessment capture point and systematically prior to the start of each academic year.

Following a review of all assessment information and students' targets, the target grades will be shared with students and parents via the academy reporting system and assessment capture points will report the current and projected level of achievement.

4 Information about how assessment outcomes will be collected and used

This assessment policy is designed to ensure that teachers and leaders use assessment well to help students embed knowledge or to check understanding and to inform teaching.

The assessment cycle in the academy focuses on providing regular planned points for both formative and summative assessment throughout the academic year.

When planned for well, formative and summative assessment provide essential guidance for the teacher to prepare future learning opportunities and ensure seamless sequential progression. The assessment capture points provide an opportunity to clearly communicate to the students and parents, the extent of learning and progress that a student has made in addition to the regular formative feedback opportunities within lessons.

Assessment capture points take place three times per academic year, at the end of Term 1, Term 2 and Term 3. The continual professional development of teachers is a key priority of the academy to ensure that all staff continually review and develop their practice.

Staff will be encouraged to develop outstanding subject knowledge and to plan seamless assessment opportunities. Staff need to keep abreast of the latest Government and examination board requirements and ensure they are providing the best learning and progression opportunities for all students. As part of an ongoing training programme, the academy will support staff and curriculum teams to undertake training on a regular basis and share good practice within academy.

Within the academy calendar, specific time is allocated for teaching staff to meet and discuss student assessments and to moderate outcomes. This meeting time is deliberately planned prior to the assessment capture points. These calendared moderation meetings take place at least termly. This ensures that assessment is accurate, robust and timely, and that the appropriate key skills are identified for continued student progression.

Additionally, assessment outcomes such as end of year and mock examinations will be reviewed to provide staff additional moderation and development opportunities.

The assessment cycle provides a consistent framework to support the development of knowledge, key skills and understanding required for individual students to succeed across the curriculum. It is based upon high expected standards for all our students and the use of formative feedback and subsequent student response which allows all to succeed – and so develops growth mind set. It incorporates periodic summative assessment to support on-going formative feedback and prepare effectively for terminal linear examinations.

Assessment capture data will be collated and analysed according to the academy self-evaluation cycle providing opportunity for the review of individual student, vulnerable group, subject and cohort progress. Principal and senior team will use this assessment information along with all other relevant information on areas of accountability.

For Key Stage 2 and 3, teachers will judge whether a student is working firmly within their key skill curriculum, or whether they are working at the top and therefore are nearly ready to progress to the pathway above (+), or whether they are working near the bottom of the pathway and in danger of falling into the grade below(-).

For Key Stage 4 and 5, the reporting of the current level of assessment is firmly linked to the GCSE grade. For Maths and English, the teachers will enter the GCSE grade that best fits the student's current level of attainment.

For vocational subject, vocational achievement is essential in measuring a student's competence and understanding of their qualification. Assessing vocational achievement establishes how effectively someone has gained the skills, information, and abilities needed.

The foundation of vocational education is effective assessments, which help students achieve important goals. At Lumen Academy Ltd, we believe that authentic assessments mirror the challenges and real-world duties the industry faces. By giving students tasks that mimic real-world situations, authentic assessments promote the application of information and skills in real-world settings. Clear communication of assessment standards, expectations, and feedback empowers students to take charge of their education and make informed decisions.

Additionally, students have diverse backgrounds, preferred ways of learning, and styles of learning. Flexibility in assessments promotes inclusivity and accessibility. Adaptations and modifications are made to meet the unique needs of learners to achieve this.

Students are also measured on their attitudes to learning. Lumen Academy Ltd, reports these attitudes on the following criteria:

Entry	Descriptor
1	Outstanding
2	Good
3	Requires Improvement
4	Unsatisfactory

Reviewed By:

Monika Sethi

August 2024

Next Review Date:

August 2025

Approved by Director:

17th August 2024

Signed:

A handwritten signature in black ink, appearing to be 'Monika Sethi', written in a cursive style.

Monika Sethi
Principal and Director