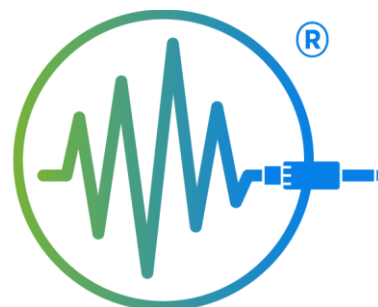


LISA LASHES
SCHOOL *of*
MUSIC



Pupil Assessment Policy

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1.. Our Pupil Assessment Objectives

- To inform individual pupil, lesson, and curriculum planning by measuring progress against individual learning plans and targets.
- To provide constructive feedback to pupils, parents, relevant support workers and schools.
- To measure individual performance against awarding body expectations and other regularity bodies.
- To enable the celebration of pupil success through validated measurable outcomes that embrace the individualism of the whole pupil.

2. Our Initial Assessment Phase

To ensure the accuracy and validity of the pupil experience, our aim is to gather as much relevant information prior to and on induction day to enable us to provide everyone with a tailored and creative experience. This is particularly important for pupils for whom specialised forms of support are needed, for example, for pupils with learning difficulties or specific behaviour needs. Therefore, the following initial assessment objectives are implemented through LLSOM:

- Each pupil will participate in an initial assessment period. This period will include meetings with parents/carers as well as additional support personnel as appropriate.
- The pupil's previous pastoral as well as academic backgrounds will also be taken into consideration with any additional information from EHCPs so assessment strategies can be designed around individual needs.
- Each pupil will be assigned a tutor to adhere to both the pastoral and academic needs of the pupil and to ensure that progress to made and maintained throughout the learning programme.

3. Methods of Assessment

Our initial assessment process is fundamental when considering how best to assess a pupil.

LLSOM believes that:

- Everyone learns differently.
- Assessment is creative.

As a result, LLSOM employs a variety of assessment strategies, with the aim of enabling every pupil to achieve their potential through creative means.

An example of the methods of assessment LLSOM uses includes:

- Video Observations
- Witness Statements
- Workbooks
- Worksheets
- Gapped Handouts
- Creative physical outlets – Posters, pictures, creative writing, table graffiti
- Creative digital outlets – Website creation, Prezi, video creation, music production, DJ mixes and performances

An assessment method profile is built for each pupil and these are recorded in each individual Pen Portrait as required. Each Pen Portrait is stored securely on the Lisa Lashes School of Music website. This section of the website and complies fully with GDPR (GENERAL DATA PROTECTION REGULATION) regulations.

Trainers will identify effective teaching and learning strategies in line with the Pen Portrait information for each pupil.

4. The Accuracy of Our Assessment Decisions

To uphold the accuracy and validity of all assessment decisions, the following objectives are implemented through LLSOM.

- Trainers will internally verify pupil work to ensure assessment decisions are accurate.
- Trainers will take part in peer marking reviews to ensure that standardisation is implemented throughout LLSOM.
- Trainers will take part in continual professional development programmes to develop their knowledge and skills sets as required. This may include awarding body training where necessary.

5.. How We Measure Progress:

Due to the highly individual needs of our pupils, progress is measured for each pupil against their starting points identified in their initial assessment period. Consequently, the initial assessment information is used to set long-term achievable as well as aspirational targets that create an individualised learning journey for each pupil the long-term targets are reviewed at regular intervals by a personal trainer who is assigned directly to individual pupils.

LLSOM promotes two type of lesson skill building and project workshops. During skill building sessions, pupils will actively learn new skills. These skills are then applied in project workshops where pupils work towards an individualised brief. Throughout all sessions,

pupils are encouraged to set individualised SMART targets and reflect on them. These activities are normally recorded in the pupil's workbooks as appropriate.

6.. How We Undertake Formative Assessment

Formative assessment is used throughout a pupil's journey at LLSOM. Trainers provide a differentiated learning environment that allows pupils to achieve their potential through a variety of formative assessment methods. An example of the formative methods currently promoted at LLSOM are:

- Everyone learns differently.
- Nominated Questioning
- 1 to 1 Tutoring
- Lesson Starter Activities
- Lesson Plenary Activities
- Peer Assessment Strategies
- Informal Discussions

Consequently, throughout every lesson, trainers will observe and use their professional judgment to provide a prompt response to a wide range of individual pupil needs dynamically in the classroom and beyond by providing both academic and pastoral support where required. Information on pupil progress will always be shared with the pupil's personal trainer.

Through successfully adopting the LLSOM formative assessment strategies above, trainers can:

- Record formative progress outcomes on relevant systems – Pen Portraits
- Share this information with relevant school(s) parents/careers and support workers.
- Design further formative and/or Summative assessment methods with purpose

7.. How We Undertake Summative Assessment

LLSOM offers a robust summative assessment strategy that offers the following objectives:

- To offer a differentiated approach to Summative assessment, by providing a variety of summative assessment methods for every pupil
- To provide a final summative assessment report that includes final outcomes for schools, parents/carers and support workers as appropriate.

Date: January 2022

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Position: CEO at Lisa Lashes School of Music

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