



# Curriculum and Pupil Assessment Procedures Policy

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## 1. Statement

Nazene Danielle School of Performing Arts has an utmost focus on the importance of student assessment in teaching and learning in secondary education. Nazene Danielle School of Performing Arts understands student assessment is a critical aspect of the teaching and learning process.

## 2. Assessment and Structure

- The Headteacher, teachers and class assistants are all involved in pupil assessment.
- The School has robust pupil monitoring and assessment procedures throughout the school. This ensures the highest standards of teaching and learning, and that pupils make progress.
- Regular assessments are made of pupils' work to establish levels of attainment and for future planning. Daily monitoring and assessment of all pupils is standard practice.
- Staff will plan lessons using the "All", "Most", "Some" structure to ensure differentiation is apparent in all lessons and therefore gives each student the option to progress to their highest standard.

### 3. Individual Targeting

- We set our pupils ambitious targets and then carefully monitor the progress of each child throughout the school year, intervening if we observe a potential problem.
- We sensitively plan for pupil transition between year groups, ensuring the momentum of their academic progress is not lost. Staff have regular meetings and discussions about pupils' progress.
- School reports are sent once a year in the summer term for parents. Twice yearly meetings are held for parents to discuss their child's progress, although parents are welcome to make an appointment to see their child's class teacher at any time throughout the academic year should the need arise.

### 4. SEN and Reasonable Adjustments

Regarding students with Special Educational Needs (SEN), or Additional Needs, Nazene Danielle School of Performing Arts ensures that the individual has the additional help and support they need to ensure they are not unfairly disadvantaged in their learning. This support will be highlighted on their individual risk assessment if they require one.

A reasonable adjustment relates to any actions that help to reduce the effect of a disability or difficulty, which may place the learner at a disadvantage during the delivery of a qualification or an assessment situation. They are applied to an assessment process for a qualification to enable a learner with a disability or difficulty to demonstrate his or her knowledge, skills and understanding of the levels of attainment required in the qualification specification.

When a reasonable adjustment has been applied, the work produced by the learner will be marked to the same standards and assessment requirements as the work assessed of the other learners.

### 5. Complaints

For any reason, if a parent, student, member of the community or third party wishes to make a complaint to the school regarding our assessment procedures or accused assessment malpractice, they can do so through following the steps in our Complaints Policy.

Date of authorisation:	November 2020
Reviewed by:	Nazene Langfield
Last Amended:	October 2021
Date of Next review:	October 2022