Policy for:

Assessment Policy

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The Grove School Assessment, Recording and Reporting Policy

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Our assessment process is described and shown in full in our assessment process file that is located on the shelves in the front office. The policy has been up dated taking into account the changes to assessment driven by the Rochford Review and informed by the Engagement Model, however our aims remain the same, the way we report them and record them has changed. We aim to be able to comment on Progress (what positive changes have happened) and Achievement (what has been done) As well as commenting on Potential (what could be done) It is therefore important to set challenging targets for each pupil. We ensure we have an accurate starting point, accurate predictions that lead to significant change and progress.

1. Aims

Assessment should support learning planned using our curriculum planning ethos, through our 'Assessment for Learning' methodology that includes authentic, integrative and holistic assessment by:

1. Actively involving learners where appropriate.
   - Through stating lesson objectives, providing a reference for pupil's self-assessment and for learning discussions at the end of lessons if and when this is appropriate.
   - Habitually engaging children in discussion of their own work and that of their peers.
   - To ensure that as far as possible all pupils are involved in setting their own targets and objectives and in assessing these at the end of each planning block.

2. Being central to the learning process.
   - By underpinning organisation of learning group allocation of time, staffing, planning and other resources.
   - Setting targets for each learning session that are relevant to the pupils long term targets.

3. Being based on information that is both relevant and manageable:
   - Through ongoing teacher assessment based on the National Curriculum outcomes and the recommendations of the Rochford review and the Engagement Model, recorded using the B-Squared materials which are adjusting to reflect the end of P-scales beyond P3(ii), we also use MAPP, for those

pupils that have the most complex need. (see Individual Education Programmes)

- We assess at the end of key stages but this cannot always be reported on as we have such small cohorts.
- For those pupils that these descriptors do not capture learning and development we have moved to a collegiate approach using MAPP, meetings take place between all those professionals that support individual pupils to develop SMART learning intention.
- Using the school's scheduled formal assessment procedures beginning with Baseline Assessments, which may develop towards nationally accredited success through ASDAN for Post 16 pupils. For some pupils this may be sooner if we are supporting them to leave at 14/16 years to a college place.

4. Identifying needs, motivating learners and celebrating achievement:
- Through regular marking/assessment of pupils' work with feedback of celebratory comments, good work assemblies, stickers and other celebrations of achievement including our end of year prize giving.
- Through enabling, the learners to comment on each other's work in a positive way offering their views and advice.
- Planning work that is exciting, interesting and motivating for each individual learner.

5. Helping plan the next learning steps:
- By informing long, medium and short term planning.
- By providing an overview of a learner's progress and attainment through the school formal assessment procedures.
- By optimising the professional expertise and experience within our own school and to access multi-professional support to compliment this whenever necessary, to include multi-professional meetings to set learning intentions this may include the educational psychologist, community psychologist and psychiatrists.
- By including the objective and learning intentions, set by multi-professionals, within learners I.E.P, which may primarily include those from the teacher of the hearing

impaired, the speech therapist, the physiotherapist and the occupational therapist.

6. Illuminating qualitative aspects of learning:
   - To reveal the true nature of a learners understanding of a theme by appropriateness of a learner's achievements relative to his/her assessed capability, i.e. setting challenging targets that stretch the children but that are at the same time achievable.

7. Providing information to measure past performance and set targets:
   - Through analysis of statistical data for the individual learner and in assessing overall school performance.
   - Through the yearly recording of results entered in B-Squared and MAPP intentions on school tracking sheets that also include targets for the following year, for pupils below a P4 we will use MAPP intentions.
   - We use the B-Squared and MAPP materials to inform us of progress; we can be very accurate and show percentage progress within each level. We also use knowledge of children, medical conditions, Emotional state and home life to help inform our targeting setting.
   - MAPP evidence can be found both in pupils IEPs' and also in their jotters/log books where work is kept up to date and annotated with comments about what a pupil is able to do and what the next steps might be.

2. Formative Assessment Objectives

Formative assessment is crucial in:

1. Informing Planning and setting targets and learning intentions that are achievable, measurable and appropriate to the learners needs.
2. Raising learners' awareness of what they are trying to achieve and how they can improve.

To facilitate this the following practices are embedded in school practice.

- Learning objectives and learning intentions are shared with the learners as part of everyday practice.

- Learners are given the opportunity to see and discuss examples of good work as model for success.
- Learners understanding are explored through careful questioning which maybe verbal, but may also be through visual cues where appropriate.
- Learners are given constructive feedback where possible, this is verbal. Written comments or symbols are used to indicate achievements and areas for improvement.
- Learners are set targets and learning intentions that are clear and achievable; these targets are set using the our curriculum plan, the targets may be taken from different documents that include Chris Quigley's miles stones and the Equals curriculum as well as the national curriculum.
- Learners are encouraged to assess their own performance through:
  a. Checking their work with staff.
  b. Circle time

3. <u>Summative Assessment Objectives</u>

Summative assessment is used to accurately gage a pupils reading age, writing age and mathematical age, if and when these are appropriate. The information gained helps inform planning for next steps.

In addition to these formal summative assessments the following teacher assessments are carried out;

1. Individual Education Programmes
   - These provide evidence of learners' work, which tracks performance year on year.
   - Are useful resources for discussion with parents.
   - Are mid-year indicators of performance and can inform planning for the rest of the year.

2. End of year reporting to parents through annual reviews.
   - These provide end of year assessments of each learner in every subject.

All assessments carried out in school and with other mainstream/special schools are moderated during staff moderation meetings; this work can be found in the school moderation file. These meetings are used to ensure that a uniform approach is being used by all staff when assessing learners

work so that accurate results are recorded on the school tracking sheets and when entering any statuary data for Northumberland County Council, we are waiting to hear what this will be in the future. In line with the Engagement Model we do not 'compare one pupil with another. Instead, the focus of moderation discussions should be for staff to agree on their interpretation of the progress of each pupil'

4.Reporting

Reporting not only fulfils legal requirements but also is a vital part of our relationship with the learners, parents, governors, other schools and the wider community, serving to support and promote the learning. Reporting is seen as a whole school process and all staff work together to communicate with appropriate audiences.

1. Reporting to Parents.
   - Annual written reviews and review meetings
   - Twice yearly parent's nights
   - Discussion with parents arising from 'open door' policy.
   - Learners sharing achievements publicly and via school news letters.
   - Governors Annual Report to Parents and Open afternoons and prize giving.

2. Reporting to Governors.
   - Head teacher's report to Governors.
   - Committee meetings with Governors.

3. Reporting to the Wider Community
   - Active participation and reporting on our involvement on community events and projects of interest to the general public and/ or other schools.

5.Marking

A consistent marking policy has the following purposes: -

- It provides the pupil with clear appropriate feedback.
- It maintains pupils' self-esteem and encourages them further.
- It provides all staff with a clearer picture of pupils' abilities.
- It provides focus for discussion with parents.

The following practices are incorporated into marking throughout school.

- Comments or symbols are used to indicate performance, rather than marks or grades as this gives a clearer picture to the pupil, a marking stamp may be used if it is relevant, these are not used as an alternative to quality marking.
- Verbal and written feedback for some pupils are given in a pictorial way or using Makaton Sign Language.
- Annotation is used to inform both pupils and staff/parents of progress and inform next steps. Annotations are written to reflect learning; they are not just comments about a good piece of work.
- Comments, both verbal and written, are constructive and supportive; they are not used when they would not be understood, but relevant and used only when they are useful.
- Within each class, there are varieties of reward systems that are developed to meet the individual needs of each learner.