



Policy for: Assessment Policy

Date
Written.....

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Reviewed.....

Next Review Date.....

Signed By: -

Governor Responsible for.....

Headteacher: -

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, however our aims remain the same, and the way we report them and record them has changed.

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 plenary discussion 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.
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, 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 needs and our sixth form (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 intentions

- Using the school's scheduled formal assessment procedures beginning with Baseline Assessments, which may develop towards nationally accredited success through ASDAN and Functional Skills testing.
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 work in a positive way offering their views and advice.
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, this will change to reflect the fact that P-Scales beyond P3(ii), will no longer be used and will include the new measures that Connecting Steps put in place, as well as 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.

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 B-Squared Assessment tool for all subjects including Personal and Social Development, which is updated by class teachers when appropriate.

- Learners are encouraged to assess their own performance through:
 - a. Checking their work with staff.
 - b. Circle time

3. Summative Assessment Objectives

The following formal summative assessments are in place.

1. Reasoning Progress tests stage 1 and 2, Hodder and Stoughton.
2. Word Recognition and Phonic Skills, Hodder and Stoughton.
3. Early Literacy Test assessment, diagnosis and follow up, Hodder and Stoughton.
4. Manual for Stage one and two of the Reading Progress Tests, Hodder and Stoughton.
5. Manual for Stage one and two of the Numeracy Progress Tests, Hodder and Stoughton.
6. Diagnostic Reading Analysis Forms A and B, Hodder Education.
7. Development Journal, DCSF Publications.
8. Insight Primary, Assessing and Developing Self Esteem, nferNelson.
9. Emotional Literacy Assessment and Intervention, GI assessment.

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 statutory data for Northumberland County Council, we are waiting to hear what this will be in the future.

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 learners 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.
 - Reporting to other schools that learners integrate with to ensure progression and continuity between settings.

5. Marking

A consistent marking policy has the following purposes: -

- It provides the pupil with clear 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 of progress and inform next steps.
- 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.