



Queen's Croft High School

ASSESSMENT POLICY

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Queen's Croft Assessment Policy

The purpose of this Assessment Policy is to have a consistent approach to assessment across the school. Assessment, both formal and informal, should complement and reinforce the delivery of the curriculum. It should enable the learning needs of individual pupils to be identified and allow future teaching strategies to be determined, informing pupils of what they need to do in order to make progress.

- To enable pupils to maximise their progress and reach their full potential.
- To increase motivation and raise self-esteem by demonstrating progress.
- To provide opportunities for parents and other agencies to participate in assessment and celebration of achievement.
- To offer a variety of opportunities throughout the curriculum for achievement to be demonstrated and recognised.

Process of Assessment

All assessment is assessment for learning which is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Assessment should involve a range of techniques, formal and informal, summative and formative-carried out in a variety of contexts that will allow individual pupils to show what they know, understand and can do.

Assessment:

- helps learners know how to improve;
- focuses on how students learn;
- is sensitive and constructive;
- fosters motivation;
- recognises all educational achievement;
- promotes understanding of goals and criteria;
- develops the capacity for self-assessment;
- is a key professional skill;
- is part of effective learning;
- is central to classroom practice.

Methods and range of assessment

- Teachers should use assessment to inform their future lesson planning, ensuring that skills taught are properly understood before moving a class or pupil on new topics.
- Teachers should aim to involve pupils in the assessment process, wherever possible. Pupils are encouraged to assess their own and others' work where applicable to the ability of the pupils.
- Public examinations are taken, where applicable to the ability of the pupils.
- SIMS assessment is a tool being implemented throughout the school this academic year. Teachers compare individual pupil's achievements against

Phases of Progress which reflect p/nc/qualification expectations that are broken down into small steps.

- Assessments are made continuously by teachers and data is collated three times a year.
- Assessment focuses on learning processes as well as outcomes.
- Standardised assessments of reading (including comprehension) and spelling are completed annually where appropriate using WRAT.
- Other professionals (e.g. speech and language therapist) make assessments which form part of the whole profile of a pupil.

Feedback

Feedback is an essential part of teaching and learning. The following are guidelines and examples of best practice.




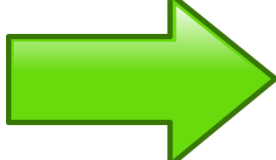
We give feedback and mark pupils' work in order to:

- show pupils that we value their work and encourage them to do the same
- boost self esteem and aspirations through use of praise and encouragement
- give pupils specific information on the extent to which they have achieved the learning question and how to further improve their work
- check whether pupils have achieved the learning question, identify misconceptions and use this information to inform future planning
- share expectations
- promote self-assessment – through modelling and questioning we support pupils in recognising their achievements and where they can make further improvements
- to inform the individual tracking of progress

For all learners the following features should be evident in written work/evidence folders:

1. Progress against the learning objective
2. Clear next steps
3. Opportunity to act on next steps and show progression

Learning outcomes (to be used at the end of a piece of work)

	You have <u>exceeded</u> the expectations of the learning objective.
	You have <u>met</u> the expectations of the learning objective.
	You are <u>working towards</u> the expectations of the learning objective.
	These are your next steps. This may be advice on how you can improve your work or it may be a question to extend your learning.

<p>The best things about my work are.....</p> <p>I can improve my work by.....</p>	<p>Anything written in green pen shows your own self-assessment of your work.</p> <p>Initialed green written is when your work has been peer-assessed by someone else in your class.</p>
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General points

Correct keywords (subject). Encourage pupils to use a Spell It Yourself/dictionary/thesaurus to check their spelling and use their vocabulary. Underline these words.

- (DC/IW) drafted on computer/interactive whiteboard;
- (C) copied from board/book etc.
- (I) independent;
- (S) with sounds;
- (SP) using Spell it yourself/dictionary/thesaurus and ICT spellchecker (underline)
- (D) discussed work with pupil e.g. full stops, capital letters
- (WF) writing frame;
- (SC) self corrected;
- (ISP) initial sound prompt.

Levels of Support

- (SH)** Spoken/Signed Help - you are helped by someone speaking or signing suggestions to you.
- (GH)** Gestural Help - you are helped by someone using hand signals or other gestural prompts.
- (PH)** Physical Help - you are helped by someone holding you and/or helping you to move.
- (SE)** Sensory Experience - you are given the opportunity of being involved through a sensory experience, e.g. hearing, touch, sight or taste.
- (ER)** Experience Recorded - you are provided with an experience of the activity but are unable to take part.

Responsibilities

- a) Senior leadership team have responsibility for the monitoring of assessment through Performance Management, lesson observations, lesson visits, learning walks and book sampling exercises.
- b) Key Stage leaders and subject leaders are responsible for:
 - Monitoring and evaluating schemes of work and teaching strategies in the light of assessment outcomes.
 - Organising record keeping for their subject in terms of books, photograph and video evidence of progress.
 - The organisation of internal assessment within their key stage.

- Liaising with the Examinations Officer concerning entries for external examinations and the processing of coursework samples.
 - Monitoring and evaluating pupil progress within the key stage and introducing appropriate intervention strategies.
- c) Class teachers are responsible for:
- Using a range of AfL strategies to ascertain pupil understanding of a topic.
 - Ensuring that progress is monitored within a lesson, for example through mini plenaries and effective questioning.
 - Recording attainment
 - Identifying the particular needs of individual pupils and developing learning strategies in connection with the Deputy Head, as appropriate.
 - Following agreed school and key stage area guidelines on assessment.

Reporting

- A full formal report on pupils will be issued to parents once a year at the end of the summer term based on the pupil's school progress and experience for that academic year. A short interim report will be issued to parents in the Autumn and Spring term.
- Individual Progress Steps (IPS) are reported to parents three times a year. There are three IPS set at the start of each term and reviewed throughout the term. The IPS directly link to the Outcomes section of the individual child's Educational Health Care Plan (EHCP).
- The school holds Parent Consultation sessions once a year when parents are invited to discuss their child's performance and achievement with individual teachers.
- Parents may contact the school at any time to arrange to see a member of staff concerning a pupil's progress.
- Regular Key Stage meetings are held to discuss progress and concerns.
- Main files: Kept in the main office and maintained by office staff. Include medical records, care plans, correspondence and essential information sheets.
- Assessment files: SIMS assessment is an electronic system which subject teachers use to record attainments of pupils using predetermined statements for all subjects. The data can be presented in a range of formats according to purpose.
- Care plans contain information about the needs of individual pupils including medication, intimate care etc. These have been amended to include targets in some aspects such as behaviour and self-help skills.
- Care plans are reviewed three times a year by school nurse and parent/carer.