

# Hope Corner School

## Assessment Policy

## Policy Statement

For clarity, the assessment policy uses the following terms unless otherwise stated:

**EHCP** - Educational Health Care Plan

**SEMH** - Social Emotional and Mental Health

**SLT** - Senior Leadership Team

**IEP** - Individual Education Plan

**SchoolPod** - School MIS system

The primary purpose of this policy is:

- To develop consistency across the whole school in approach to assessment.
- To utilise assessment in an empowering way for staff, students, parents/carers and leadership.
- To enable staff to utilise all assessment tools and data available at Hope Corner School to best plan for learning.

This policy is available for anybody to read on the Hope Corner School website.

Policy Date: August '17

Next Review Date: August '18

## **Principles of Assessment**

- Assessment puts the child at the centre of their learning.
- Assessment is at the heart of high quality teaching and learning for all students.
- Assessment is manageable, purposeful, accessible and time-efficient.
- Assessment objectives set consistently high expectations for students.
- Assessment judgements are recorded using a variety of strategies, supported with a range of evidence.

## **Purpose of Assessment**

- To ensure teaching is appropriate and that students make at least expected progress.
- To celebrate; help plan next steps in learning and support analysis of trends, leading to school improvement.
- To inform discussion and dialogue with students, parents/carers, colleagues, school leaders and governors, moderators and assessors.
- To support transition between levels and further education.
- To support the SLT in taking a strategic view of the impact of provision on students' progress across the school.

## **Effective Assessment**

- Celebrates individual achievement.
- Takes into account prior knowledge before starting a new unit of work.
- Encourages self esteem in the student.
- Identifies next steps in learning for individual students through a range of assessment for learning strategies.
- Marking students' work highlighting areas of success and areas of improvement.
- Encourages children to view mistakes as learning opportunities.
- Provides consistency in tracking students' attainment and progress towards end of year and level expectations: assessment to be accurate, accessible and based on a shared understanding.
- Engages children in the process (peer assessment and self-assessment).
- Captures learning in a wide variety of forms, including use of tablet computers, observation and dialogue.
- Gives time for children to respond to feedback.
- Includes regular and honest moderation within school.
- Is reported in Student progress reviews providing a forum for professional discussions about the whole child.
- Includes regular in school staff training to maintain teachers' confidence and accuracy in assessing students' achievements.
- Uses IT recording and tracking systems, which allows the analysis of outcomes (At Hope Corner we use SchoolPod).
- Reports students' progress and achievement.

## Assessment for Learning

- **Initial & Diagnostic assessment**

In ICT, English and Maths Functional Skills, Hope Corner School utilises ForSkills initial assessments to identify the level our students are currently working towards. This leads onto a diagnostic assessment which tests each of the key skills needed for the level identified and enables teachers to see current gaps in the students' learning. After attending the school for 2 weeks, staff will begin to complete a Boxall profile for students. This covers the SEMH aspects of our students and enables staff to identify the key areas students need to develop. An IEP will be developed for each individual using this information in conjunction with their EHCP.

- **Formative Assessment**

Formative assessment is ongoing at Hope Corner School. This includes any type of assessment that teachers utilise as students are learning, in order to plan their next steps within the current or future lessons. We utilise effective questioning, peer assessment, products within lesson, feedback and more to identify learning taking place.

## Assessment of Learning

- **Summative Assessment**

A task/test/piece of work will be carried out at least once every half term in each subject. This enables students to show skills that have become embedded and progress made during their learning. This may take place more often at the discretion of the subject teacher. Summative assessment must be marked effectively and moderated. These will serve as evidence of progress and allow skills to be tracked as 'embedded' on SchoolPod.

- **Progress review**

Every half term SLT and the designated governor will carry out progress reviews on the planning, delivery, evidence and tracking being carried out by teaching staff. This will involve peer observation feedback and standard checks of the planning, tracking and evaluations being undertaken, to ensure that all of these areas are timely, effective and of high quality.

## Feedback & Marking

Feedback will take place continuously to help and encourage students. Feedback will always be framed in a positive and constructive way, to help students feel a sense of achievement, support and guidance. Giving feedback involves talking to children, encouraging them to be reflective about the learning objectives, their work and marking they receive. Teachers will regularly be checking books/work and giving short personal feedback verbally to students.

We believe marking is most effective when used in a meaningful, manageable and motivating way. This is in accordance with the Independent Teacher Workload Review Group report (March 2016), a copy of which is available in our policy folder and on the [gov.uk](http://gov.uk) website. Teachers are encouraged to use written marking in a way that is suitable for specific pieces of work and individual students. It must be straight forward and clear for students to understand. Marking should only take place when necessary so that students place value in the feedback and will understand their successes and main areas of improvement. In many cases, verbal feedback is more effective than written marking.

Although we encourage teachers to adapt their marking to the their subjects and students, Hope Corner School expects a consistent high standard of marking from all teachers that is meaningful, manageable and motivating. In addition, to help students and staff;

- Written marking / feedback must be written in green ink, to help students easily identify teacher feedback.
- All summative work must be marked and moderated.

Summative work will be moderated by a second member of teaching staff during moderation periods 3 times a year. This will involve a second teacher independently marking summative work and checking the consistency of marking, and recommended feedback, with the subject teacher's original marking. If issues with marking are identified, SLT will work with the teacher to rectify this with guidance and training as needed.

### **Tracking and Effective Use of Data to Plan Learning**

Teachers at Hope Corner School will track student progress in a range of areas.

- Skill standards within each subject are tracked against each student on SchoolPod to show progress towards them 'embedding' each skill. This is updated each lesson, recognising whether each skill is 'emerging', 'developing' or 'embedded' (*See full explanation of these terms in appendices*).
- Student behaviour and mood in each lesson are also tracked on SchoolPod, allowing us to identify patterns in students by subject, time of day etc. The Head Teacher will produce behaviour reports termly, or as needed, and identify any patterns for individual students or classes.
- ForSkills diagnostic distance travelled assessments take place once a term. These assess ICT, English and Maths in the skills needed for the level each student is working towards and highlight gaps in learning.
- Boxall profiles are created and updated once a term. This will build up trackable data showing development in SEMH aspects of our students.
- Homework and summative assessment data are tracked by each teacher individually.

Student progress reviews take place half termly. Each term all of the data will be cross referenced by the student's key worker. This includes subject progress, diagnostic assessment, Boxall profiles, and summative data. Alongside goals set within each student's EHCP, the key worker will identify academic and SEMH goals for their students in the format of an IEPs. This information is shared with teaching staff by the key worker. The staff discuss and agree that this plan is effective, challenging and manageable and approved by the head teacher.

Goals set within IEPs and gaps recognised within each subject teacher's own teaching, will continuously inform the teachers' planning for lessons and activities.

### **Reporting**

Once per term a parent evening will take place. At parent evenings, Parents/ Carers will have the opportunity to input into their child's IEP. They will be informed whether their child is on track to achieve end of year expectations in each subject and in SEMH aspects. We will also agree some areas they can support their child's learning at home. If students are not on track, we will provide information about what the school is doing to support them for the upcoming term.

The school will contact parents/carers to celebrate achievements on a regular basis, or to report identified issues with progress, should these need addressing sooner than planned parent evenings.

### **Roles and Responsibilities**

**Governing Body** - monitor progress data with support from Head and Deputy Head Teachers.

**The Head/Deputy Head Teacher** - provide data analysis reports to staff and governors. Ensure targets are set for staff and students. Hold teachers to account in student progress meetings and in performance management.

**Teachers** - Regularly assess students and provide feedback. Adapt planning in line with assessments to ensure good progress for all. Provide assessment information for students and parents as well as SLT. Where assigned as key worker to students, update IEPs ready for student progress meetings.

**Learning Support Assistants** - provide feedback to teachers on progress and attainment of students they work with.

**Parents/Carers** - support children at home with their learning and with homework.

**Students** - complete work to high standard, in line with our excellence value, in order to make good progress in school and reach their potential..

## Appendix 1: Tracking Terms and Colours Definitions

The following terms and colours are applied to our tracking system in SchoolPod to enable us to recognise how far students have progressed towards embedding a skill standard through their learning. Teachers and moderators should use this when make judgements when inputting tracking data.

Term	Colour	Tracking Definition
<b>Emerging</b>		Skill has been taught and is understood by student.
<b>Developing</b>		Skill has been taught multiple times, student can recall information or carry out the skill with support.
<b>Embedded</b>		Student can display the skill correctly and independently, and this is evidenced through summative assessment.