



# Assessment Policy

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Reviewed by Louise Goodlip: February 2019

Governor Responsibility: Quality and Outcomes

Signed:

Date:

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## Heltwate School Assessment Policy

### Rationale & Purposes:

At Heltwate we recognise that effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback given to pupils on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents throughout the year, at formal parent's evenings, a full written report at the end of the academic year and the annual EHC Plan review ensures that teachers and parents are working together to raise the standards of our pupils.

Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strength and weakness of an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the senior staff and governors to have a clear understanding of the performance of the school.

The purpose of assessment in our school is to provide information:

- For pupils to demonstrate what they know, understand and can show evidence of this in their work.
- To help pupils understand how well they are doing and what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each pupil.
- To track the attainment and progress of individual pupils, groups and cohorts of pupils informing future planning.
- To provide the pupils' next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- To provide receiving schools with information to ensure the child's swift transfer and continuous progress.
- To provide the head teacher and deputy head teacher with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide subject leaders and class teachers with information which allows them to monitor and make judgements about the effectiveness of practice within their subject or class.
- To provide governors with information on the school's performance, which aids their monitoring procedures.
- To provide regular information for parents to enable them to support their child's learning.
- To provide parents with information about the performance of the school.

## **Responsibilities:**

### **Headteacher**

- To maintain an overview of assessment in the school.
- To monitor and create consistency across the school.
- To collate and analyse assessment data using our assessment trackers and utilise the information to support school improvement and thus raise standards at a whole school level.
- To ensure that statutory requirements are met.
- To review and update the policy.
- To monitor and evaluate the policy in practice.
- To manage the whole school data systems.
- To keep up to date and inform staff on latest information and requirements.
- To lead on the procedures for pupil progress meetings.
- To inform Governors about the school's performance on at least a termly basis.

### **Deputy Head teacher**

- To have a clear and detailed understanding of what the assessment information means and present data about the school's performance.
- To organise the whole school assessment cycle.
- To utilise assessment information to raise standards at a whole school level.
- To support members of staff to understand the assessment procedures and how to use the whole school assessment tracker.
- To support parents to understand the assessment procedures and how to interpret the whole school assessment and reporting system.
- To manage the whole school assessment trackers and collate data for the head teacher.
- To organise and ensure the smooth running of statutory assessment, and to report the school's assessment data to the local authority and the Department for Education.
- To ensure SMART targets are set at EHCP level and then differentiated into the classroom to meet the needs of individuals and the curriculum.

### **Curriculum Leaders**

- To ensure plans include clearly defined learning objectives and identify and record assessment.
- To advise colleagues on assessment and recording in their subject/s.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

### **Class Teachers**

- To be accountable for the data of the class and provide strategies for intervention.
- Identify learning objectives to be assessed on medium term plans.
- To set individual targets.
- To carry out ongoing formative assessment in accordance with this policy.
- To carry out summative assessments on a half termly basis in accordance with this policy and input this onto our assessment tracker
- To collate data for pupil progress meetings
- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments to subject leaders for assessment moderation.
- To ensure manageable records are kept.
- To ensure that specific assessments requested by partner agencies or in school specialists are carried out for pupils with individual needs and plans (i.e academic, social emotional and medical) are maintained and regularly reviewed in accordance with the school's SEND Policy.

### **Subject and progress Assessments**

What is assessed, when and how?

Assessments of pupils' learning are carried out twice a year, January and June, (an additional baseline assessment is needed when the pupil starts with us). The assessment will track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings.

We assess all our pupils within school using teacher assessments in Reception, Key stage 1, 2, 3, 4. We assess where the individual pupil is working in the following academic areas:- Maths, Writing, Reading, Science, PSHE and Computing. In addition we also monitor attendance and record levels of effort and attention and engagement on a half termly basis.

#### **Initial Assessments**

Throughout school (Reception, Key Stage, 1-4), baseline assessments are carried out on all new pupils entering the school. We use our own assessment booklet; these initial assessments are shared with staff, pupils (if appropriate) and parents at consultation evening. In school assessments are performed continuously throughout the year, using observations of child initiated learning as well as specific adult initiated assessments against Development Matters. Evidence is collected using 'Tapestry' and class workbooks. Pupil's age related expectations are collated every term to determine interventions and these inform the target setting process.



## Age Related Expectations



## Cornerstones

Progress is recorded as a pupil's performance in an equivalent age in a years and months format (in two-month intervals), for all National Curriculum subject areas. Cornerstones developmental skills documents contain criteria for each age related expectations. Our pupils are working at half their chronological age or below.

**Table to show the age-related expectations in Mainstream (Cornerstones)**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Reception	4yrs 10 mths (34mths)	5yrs 2 mths (62mths)	5yrs 6mths (66mths- GLD)
Year 1	5yrs 10 mths (mths)	6yrs 2mths (mths)	6yrs 6mths (mths)
Year 2	6yrs 10mths	7yrs 2mths	7yrs 6mths
Year 3	7yrs 10 mths	8yrs 2mths	8yrs 6mths
Year 4	8yrs 10mths	9yrs 2mths	9yrs 6mths
Year 5	9yrs 10mths	10yrs 2mths	10yrs 6mths
Year 6	10yrs 10mths	11yrs 2mths	11yrs 6mths

### **Teacher Set Targets**

As a school we understand that every child is unique and has their own individual needs and learning pace this could be due to their cognitive, physical or health abilities. Each pupil in Reception, Key Stage 1-4 is set an individual teacher target for core curriculum subject areas to work towards during the academic year. These targets are set by the teacher based on evidence, how they have performed the previous year and what key areas are for development in the coming academic year. Targets are reviewed to ensure that they are appropriate, and are challenging yet realistic for the individual and that they are working towards them. **If a child appears not to be making progress towards their target, then appropriate intervention work takes place to try to enable the student to achieve them. This is formally monitored in the Spring term.**

### **Progress Judgements**

Progress refers to how well an individual/ group of pupils have progressed in their learning from their starting points. Progress judgements are based on the number of months' progress a child makes within an academic year. As a school we use this data to identify groups and individuals who may need extra support therefore, requiring intervention or highlight those pupils who are doing well. The amount of progress a pupil makes can be judged as follows:

**Potentially this could mean;**

<b>Progress</b>	<b>Judgement</b>
<2 months	Intervention required
>2 – 4 months	Good
4> months	Outstanding

However, final judgements are gauged on baseline, starting point and the pupil's SEN needs.

The average progress of the class is used in conjunction with other information to judge teacher effectiveness and is linked to performance management.

### **KS4 Assessment and Accreditation**

At Key Stage 4 pupils are assessed using the Cornerstones assessment method in National Curriculum core Subjects, English, Maths and Science. These assessments are conducted twice a year (January and June) and are input onto the School's tracking system. Individual academic targets are set by the teacher for the school year, these are reviewed each term to ensure they remain relevant and realistic for the individual pupil.

Heltwate currently uses the following exam boards to accredit student's work using a variety of functional and vocational courses.

**OCR** is a leading UK awarding body. They provide qualifications which engage people of all ages and abilities at school, college, in work or through part-time learning programmes.

**ASDAN** is a pioneering curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, skills for employment and skills for life.

Heltwate School aims to ensure that students leave with qualifications in English, Mathematics and ICT as well as a Personal and Social Development qualification (PSD). All the accredited courses involve modules which are graded based on 'Entry Levels'. Depending on the students ability they will achieve an Entry Level 1, 2 or 3 for each module. Within Entry Level 1 pupils are assessed on the Learning continuum. Each unit that a student completes has a credit value. Approximately 1 credit represents 10 hours worth of learning. These are often referred to as Guided Learning Hours. There are three different sizes of qualification:

1. Awards (1 to 12 credits)
2. Certificates (13 to 36 credits)
3. Diplomas (37 credits or more)

As students accumulate credits, they will achieve the award. Credits accrue throughout the students' academic life.

### **Post 16 Accreditation**

At Heltwate, we adopt a learner centred approach. We also look at individual interests, achievements and progress made when considering chosen programmes of study. The curriculum aims to cater for pupils who are working at Entry Level 1. We assess and predict what quantity of qualifications the students will achieve by the end of their Post 16 career. We offer a curriculum which focuses on developing and teaching functional Maths, Literacy and ICT skills alongside vocational and independent living skills. This ensures a proposed route forward is realistic and achievable.

The value of the curriculum not only lies in the richness of the 'Foundation Learning' curriculum and range of accredited courses offered, but also in the development of social skills with fellow students and staff, community based opportunities such as work experience and collaborative learning experiences, spending time at other colleges, inclusion, enterprise projects and careers development and many, many more opportunities.

### **Data Analysis**

Data analysis is carried out after each data collection and key points and areas for development are drawn from this will appropriate actions. This information is utilised to inform the:-

- Pupil Progress meeting discussions with the Head and Deputy Head teacher
- School Evaluation Statement
- Head teacher reports to Governors
- School Improvement &/or Development Plan
- Staff performance management

Progress of different cohorts and vulnerable groups is tracked, and gaps are analysed in order to narrow them.

### **Pupil Progress Meetings**

If students are identified as making insufficient progress either academically, or in other areas of their development we may invite parents to an additional meeting to address concerns. We will;

- Discuss attainment and progress generally within the class using the half-termly data report to provide context and any additional information gained from the data analysis by the head teacher.
- Set targets and for any pupils that require additional support devise plans and interventions for how these targets will be achieved.

### **End of Year Assessments**

A summative assessment is made at the end of each year and reported to parents indicating how well each pupil is achieving.

At Heltwate some assessment data is statutorily reported annually to the Local Authority or DFE at the end of:-

- EYFS
- Year 1 Phonics Screening Test / Retaken in Year 2 if not met standard
- Year 2
- Year 6

Because our pupils are not working at age-expected levels we disapply our pupils from the KS1 and KS2 SATs.

### **Marking and Feedback**

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. See our Marking Policy for detailed information.

### **Recording**

- Formative assessment information is recorded on teachers' evaluated planning. Observation sheets are used to record, as well as the use of the Tapestry app.
- Summative Assessment data is recorded centrally on the Cornerstones Assessment Tracker.

### **Assessment Moderation**

Subject meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices. Assessment moderation is also carried out by subject leaders with subject leaders from other local schools in order to ensure consistency and measure against the standards prescribed by the National Curriculum. Moderation takes place each term on a rolling cycle.

### **Monitoring and Evaluation**

The Head teacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.

Subject leaders will carry out annual monitoring of their subjects. They will carry out assessment moderation, book scrutinies and planning scrutinies as this appears in the subject monitoring and scrutiny cycle of the school.

### **Reporting to Parents**

Reports to parents are given verbally at parents' evenings twice a year in the autumn and spring term. This is a chance for the parents to discuss their child's progress and to look at their work. A comprehensive written report is provided each year and prepared for the EHC annual review meeting, where new/existing targets are agreed and evaluated. A short written report along with progress is provided for each child at the end of the summer term. A written update is provided to parents after each data collection, (February, July) on the child's overall progress and their progress towards individual teacher set targets. Levels of effort, attention and engagement is also reported home via a scoring system (1-5) each half term. All reports are written in a clear, straightforward manner and are personal to the child. Within an academic year parents are informed about the following:

- How their child is performing in relation to their past achievements.
- Attendance
- New/existing performance on academic and social targets
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How parents/carers can help at home.
- Whether the child is happy, settled and behaving well.

Parents are invited to discuss their child's progress informally at any time throughout the school year and are welcome to see their child's work and discuss matters arising with the class teacher at a mutually convenient time either by phone or in person.

### **Transition and Transfer**

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling (between classes, key stages and schools). This ensures that pupils have the maximum opportunities to achieve.

- Transition meetings are held between class teachers and with other educational establishments at appropriate transition times
- When pupils move schools, information is sent through the CTF (common transfer file).

### Equality Statement

Equality of opportunity is a fundamental right for all pupils regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations where appropriate and are committed to taking action where underachievement is identified
- We recognise and value all forms of achievement.

### School Year Assessment Overview

<b>September</b>	<ul style="list-style-type: none"> <li>• Ratify/moderate summer data</li> <li>• Report to governors/other required bodies.</li> <li>• Baseline of new pupil intake</li> <li>• Teacher performance management.</li> <li>• Pupil progress/target-setting meetings.</li> <li>• KS4-5 – Teacher predictions for accredited units recorded - (total number for end of key stage)</li> </ul>
<b>October</b> <b>(End of Autumn 1)</b>	<ul style="list-style-type: none"> <li>• Effort grades</li> <li>• IEP targets</li> <li>• Parents' evening</li> </ul>
<b>December</b> <b>(end of Autumn 2)</b>	<ul style="list-style-type: none"> <li>• KS 4-5 hand in date deadline for completed modules from the Autumn term, check these off against predictions</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>• Reception, KS1-4 Assessment of Autumn term, update individuals assessment sheets</li> <li>• Analyse data/individual pupil target sets</li> <li>• Pupil progress meetings</li> <li>• Input data into tracker.</li> <li>• KS4-5 Ratify/moderate autumn data Units sent for external moderation</li> </ul>
<b>February</b> <b>(End of Spring 1)</b>	<ul style="list-style-type: none"> <li>• Effort grades</li> <li>• IEP targets</li> <li>• Parents' evening</li> </ul>
<b>March/April</b>	<ul style="list-style-type: none"> <li>• Teacher performance management reviews.</li> </ul>

(End of Spring 2)	<ul style="list-style-type: none"> <li>• KS 4-5 hand in date deadline for completed modules from the Spring term, check these off against predictions Units sent for external moderation</li> </ul>
May (end of summer 1)	<ul style="list-style-type: none"> <li>• Effort grades</li> <li>• IEP targets</li> <li>• KS4-Year 11 functional skill tests</li> <li>• KS4-5 remaining accreditation units sent for external moderation</li> </ul>
June/July (end of summer 2)	<ul style="list-style-type: none"> <li>• Reception, KS1-4 Assessment of Autumn term, update individuals assessment sheets</li> <li>• Analyse data/individual pupil target sets</li> <li>• Pupil progress meetings</li> <li>• Input data into tracker.</li> <li>• KS4-5 Ratify/moderate autumn data Units sent for external moderation</li> <li>• Y1 phonics test.</li> <li>• Y2 and Y6 teacher assessment formal reporting to Local Authority/DfE.</li> <li>• Transition meetings and class information handover.</li> <li>• Finalise teacher assessments – input into tracker.</li> <li>• Data analysis.</li> <li>• External moderation with examination boards for accreditation</li> <li>• Annual reports to parents</li> <li>• Setting targets for next academic year</li> <li>• KS4 – check predictions to current Year 10 moving to Year 11</li> <li>• Pre KS1 and 2 standards – pupils working below the standard of national curriculum assessments (commonly called SATs) at end of KS1 and 2</li> </ul>