



Hope House School

Assessment Recording & Reporting Policy

Assessment, Recording and Reporting Policy

Introduction

This policy has been written by the Assessment and Curriculum Team (hereafter ACT): Garrie-John Barnes (Headteacher), Sue Dunning (Director and Governor) and Su Wood (Director and Governor). It was fully revised in May 2013 following consultation with staff through a series of inset day seminars and workshops on Assessment for Learning (hereafter AfL) and staff meetings throughout the academic year 2012-13. It has since been ratified by the Governing Body.

The ACT will review this policy annually and it will continue to form the basis of agenda points raised at departmental staff meetings. This policy is distributed to all individual members of staff and additional copies are available for governors, parents and other outside agencies as appropriate from the school office.

A Christian perspective

The staff of Hope House School are motivated by their devotion to God and their desire to serve Him. As such we believe it is our God-given responsibility to help all pupils reach their potential both personally and academically. This policy explains the role that staff, pupils, parents and governors play in the assessment process as we aim to achieve this goal.

The purpose of assessment

The purpose of assessment within the school is to help pupils fulfil their personal and academic potential thereby achieving one of the key aims of the school. In order to do this we:

- Monitor and track the progress of individual pupils
- Provide judgements on pupils' level of achievement according to National curriculum
- Use judgements to support the development of strategies to enhance pupils' future learning, thereby maintaining and raising standards where possible
- Provide feedback for the benefit of pupils, parents, members of staff and governors
- Provide evidence for external agencies when considering the particular needs of pupils with learning difficulties
- Provide evidence for inspection services such as The Bridge Schools Inspectorate

What is Assessment for learning?

“Assessment for learning 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 reform group 2002)

AfL focuses on the learning process and is conducted during daily classroom practice. It allows pupils to work with teachers to identify learning objectives and enables feedback to improve learning.

Some key definitions

Formative assessment - assessment that takes place during the learning process

Summative assessment - assessment that takes place after the learning process

Traffic lights - (AfL technique) Pupils use the colours of the traffic lights to indicate their understanding - *red* for “I don't understand”, *yellow* for “I need more help” and *green* for “I've got it”

Two stars and a wish - (AfL technique) The teacher feeds back to the pupil two things that are successful, and one wish for an improvement. Similarly, this strategy may be used as a tool for self and peer assessment.

The aims of AFL are that:

- **every child** knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement
- **every teacher** is equipped to make well-founded judgements about pupils' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan
- **every school** has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress
- **every parent and carer** knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

The benefits of AFL

Assessment for learning is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim or close the gap in their knowledge. It is not an add-on or a project; it is central to effective teaching and learning.

We believe this approach to learning is important as it

- helps pupils focus on their learning
- helps teachers to understand pupils' progress in learning
- encourages those pupils who are less confident to contribute to the class

Making robust assessments

Good assessment for learning makes:

- an *accurate* assessment – knowing what the standards are, judging pupils' work correctly, and making accurate assessments linked to National Curriculum levels;
- a *fair* assessment – knowing the methods used are valid;
- a *reliable* assessment – ensuring that judgements are consistent and based on a range of evidence;
- a *useful* assessment – identifying barriers to pupil progress and using that information to plan and discuss the next steps in learning.
- a *focused* assessment – identifying areas of a child's learning where there are blocks to progression, which might, for example, benefit from the attention of one-to-one tuition;
- for *continuity* of assessment, enabling better transfer between years and schools.

Knowing the 'whole child'

AfL is not an isolated activity. It feeds into the school's cumulative understanding of pupils' achievements. This comes from both immediate and longer-term assessment, with each assessment contributing evidence to an increasingly well-informed, rounded and reliable picture of an individual pupil's progress.

Teachers can then add to this their appreciation of each child's disposition, learning style and personal context, thus facilitating and deepening their knowledge and understanding of 'the whole child'. In this way the AfL strategy helps teachers fulfil one of the key aims of the school, marrying well with our commitment to provide a supportive and loving environment in which all pupils may flourish.

Three aspects of assessment:

1. **Day-to-day** assessment provides a wide range of evidence of learning in specific contexts which shapes immediate next steps.
2. **Periodic** review of this evidence gives a clear profile of pupils' achievement across a whole subject and informs and shapes future planning and targets for improvement.
3. **Transitional** When required, these judgements and insights can be more formally shared between pupils, parents and teachers at transitional points between year groups, schools and phases.

Day to day	<ul style="list-style-type: none">✓ Learning objectives made explicit and shared with pupils✓ Peer and self-assessment in use✓ Pupils engaged in their learning and given immediate feedback
Periodic	<ul style="list-style-type: none">✓ Broader view of progress across subject for teacher and learner✓ Use of national standards in the classroom✓ Improvements to medium-term curriculum planning
Transitional	<ul style="list-style-type: none">✓ Formal recognition of pupils' achievement✓ Reported to parents/carers and next teacher(s)✓ Uses external tests or tasks

AFL is an effective strategy because teachers:

- Share learning intentions with their pupils.
- Share and negotiate success criteria with their pupils.
- Create opportunities for effective questioning.
- Create opportunities for feedback from pupils.
- Create opportunities for peer and self-assessment

National Curriculum level descriptors

Where possible, assessment is based on predetermined criteria according to the National Curriculum level descriptors. Progress is assessed by comparison with previously achieved standards. However, if progress is not satisfactory, intervention will be required, usually in the form of additional support.

THE PRIMARY DEPARTMENT

Teacher assessment

Assessment of individual pupils' work is undertaken through formative and summative assessment. Pupils are given feedback about their progress, with advice at every stage given verbally and through written comments using the appropriate AFL techniques e.g. two stars and a wish.

Self-assessment and peer assessment

This is practiced through the use of appropriate AfL techniques including for example **the traffic lights**' system. Thumbs up or down and smiley or frowning faces are also utilised to elicit responses from pupils in order to gauge understanding and help inform the rest of the lesson and further lessons.

Pupils may self-assess their own learning by annotating written work using the traffic lights system (p3) To facilitate peer assessment pupils may read out their work for class feedback or they may read and / or swop work in order to provide one another with feedback.

Examples of summative assessment in the Primary department may include:

- Weekly spelling tests, mental mathematics tests and times tables tests
- Termly high frequency spelling tests
- Half termly Collins Numeracy tests for Primary pupils
- Previous optional SATs papers for Year 3, 4 & 5
- SATs for Year 2 and 6 pupils
- At least one piece of 'free' (unaided) writing per term for Year 1-6 pupils.
- In Reception learning is assessed using the EYFS requirements and tracked in pupil profiles.

Target setting

Targets are set by teachers in consultation with their pupils and these are reviewed throughout the academic year.

In the primary department these are made available to pupils on their individual 'toblerones' (EYFS-Y4 have triangular prism cards) and record cards on stands (Y5-6). These are stored on classroom tables for ease of access. Targets for personal development, Literacy and Numeracy are set for pupils and displayed on their own 'toblerone' or stand.

House points

Teachers also provide feedback to primary pupils by awarding stickers and stars (house points) for outstanding behaviour or work produced illustrating a pupils' very best effort. Primary pupils' house point sticker charts are displayed in classrooms so that pupil achievement is acknowledged and celebrated. For further details of how this system works in practice refer to 'The Policy for the Promotion of Good Behaviour and Discipline'.

THE SENIOR DEPARTMENT

Teacher assessment

Assessment of individual pupils' work is undertaken through formative and summative assessment. Pupils are given feedback about their progress, with advice at every stage given verbally, through written comments on pupil work and via mark schemes on tests and exams. Teachers make clear to pupils what they need to do next in order to improve their standard of work and from this process individual targets are set for pupils.

Assessment and feedback discussion forms are sometimes used by teachers as part of this process. Pupil targets may also be noted on these forms or on separate target sheets. National Curriculum levels or GCSE attainment may be noted on these forms where appropriate. Assessment and feedback discussion forms may be used in formative assessment or at the end of a unit of work or after a test as part of the summative process.

Self-assessment

Pupils often have opportunity to reflect on their own learning and may complete sections of these forms which may also be used to facilitate peer assessment so that a holistic approach is taken.

The **Traffic lights technique** may be used during senior lessons at various points (not just the plenary section) when the teacher feels that they need to gauge pupil knowledge and understanding of a particular idea or concept before moving on. This information is sometimes recorded on lesson plans by teachers or on summative assessment sheets where appropriate.

Peer assessment

With guidance from the teacher pupils may read each other's work or provide verbal or written feedback on practical assessments or presentations. Helpful and constructive comments on what they believe are the strengths of the piece of work are encouraged. Pupils also comment on areas for improvement and may give each other hints and tips on how they might do this in the future.

During the academic year 2012-13 '**Assessment and Feedback Discussion forms**' have been adapted so that in some subjects they are used for both

teacher assessment and self-assessment as well as peer assessment. The format for these forms is being developed on an ongoing basis.

Some summative assessment examples are:

- End of unit tests and / or practical assessments
- KS3 end of year examinations
- Terminal GCSE examinations in Year 10 for Science
- Controlled assessments in English, Science, French, History, Geography and Drama
- Diagnostic tests and examinations in ECDL

Target setting

Targets are set by teachers in consultation with their pupils and reviewed throughout the academic year. They are made available to pupils on assessment feedback discussion forms and on target sheets.

House points

Feedback is also given to pupils by the awarding of commendations (house points), given to pupils in Key Stages 3 and 4 for outstanding behaviour and work produced illustrating a pupil's very best effort. These commendations are given by every subject teacher and can lead to the award of Gold, Silver and Bronze certificates with various prizes awarded at each stage.

For further details of how this system works in practice please refer to 'The Policy for the Promotion of Good Behaviour and Discipline'. Further information regarding assessment in specific subjects in the Senior department can be obtained by referring to the respective subject policies.

Monitoring the assessment process

To ensure consistency of standards with respect to individual pupil assessments:

- Discussions are held in staff meetings regarding the expectations and progress of individual pupils
- Where possible the level of achievement is measured against the criteria laid down by the National Curriculum
- Copies of samples of work are kept in pupils' individual standards files

Recording

Recording pupils' achievement is essential for the ongoing monitoring of pupil progress. The information recorded facilitates effective communication with parents, other teachers and the Head teacher, the ACT as well as providing a profile for future schools and / or colleges.

Assessment files Teachers maintain a portfolio of pupil work assessed against National curriculum levels as evidence of their ongoing progress. These files are added to throughout the year and passed on to the next teacher where

appropriate. They are stored in classrooms and in the filing cabinets in the lower ground floor storage facility. Teachers may use these to feedback to parents and pupils.

In the primary department the following work will be kept in these files:

- Tick sheets for guided and individual reading
- Optional reading/actual reading SATs once a year.
- High frequency spelling tests
- Half termly numeracy assessments
- Unaided writing

In the senior department a range of work for each subject is chosen by the respective subject teacher to provide evidence for assessment.

Primary record sheets

These records outline the assessment focusses required for each National curriculum level and are used to record and track pupil progress. When pupils fulfil a literacy or numeracy assessment focus the appropriate statements in the booklets are ticked, dated and evidenced. These demonstrate national curriculum levels.

Target booklets

Literacy, numeracy and personal targets are stored in these booklets and reviewed on a regular basis.

Pupil assessment files Each pupil has an assessment file on their personal file in the school office providing a summative overview of their progress

Reporting on pupil progress

Reporting to parents, both formally and informally, is an essential part of the education process, providing a context for effective communication.

Pupil progress is reported in a number of ways:

- Progress reports to parents are provided on a formal basis at parents' evenings through verbal feedback and end of year written reports.
- Pupil progress is also reported in an informal manner to parents on a daily and / or ongoing basis as appropriate. As such the school operates an open door policy of which parents are informed on application. Parents are encouraged to come into school on an informal basis, to speak to staff to discuss their child's progress.
- Written reports are also sent to other institutions when a pupil moves to another school or college.

Reporting consists of:

1. Informal conversations between parent / carers and teachers regarding the progress of their children. Parents are encouraged to come and talk to staff, particularly at the end of the day when there is more time and pupils are not being registered, to discuss any issues concerning their children.
2. Parent / carer interviews are arranged early in the Spring Term (usually February) and at the end of the academic year for primary pupils.
3. For Years 7 and 10 parents evenings are arranged mid-way through the first term to discuss how pupils have settled in to the senior department for Year 7 and how pupils have adjusted to the demands of the GCSE curriculum for Year 10.
4. For Years 8 and 9 an initial parents evening is arranged early in the Spring Term (usually February) and at the end of the academic year.
5. A final annual written report of progress for Year 11 pupils is issued early in the Spring Term prior to parents' evenings.
6. An annual written report of progress for all other year groups is issued at the end of the academic year prior to parents' evenings in the summer term.

Examinations and Controlled assessments

Senior policies and procedures for examinations and controlled assessments are explained in the Examinations and Controlled Assessments policies.

The assessment tracking system

An assessment tracking system in the form of a central database (produced by school governor Garry Turner in conjunction with Michael Stead (Administrator) enables teachers to track and assess pupil work on a regular basis. It also provides an overview for the ACT, Governing body and external agencies.

National curriculum levels and sub-levels are entered twice yearly (February half-term and July) for Primary Literacy, Numeracy and Science.

KS3 National curriculum levels, sub-levels are entered twice yearly (February half-term and July) in the senior department for most subjects. GCSE grades are entered for English, Mathematics, Science, French, ECDL, History, Geography, RE, Drama, Art & Design.

The role of the Assessment and Curriculum Team

Appointed by the Governing body, the Assessment and Curriculum Team is responsible for the implementation and review of the assessment policy. The aim of the ACT is to:

1. Ensure that the school's approach to AfL is part of a manageable and school-wide system of assessment.
2. Develop ways to support assessment at year group, class, subject, departmental or whole school level.
3. Run in-school training and moderation
4. Induct new staff into assessment routines
5. Carry out an audit/review of current assessment practice, using self-evaluation tools
6. Identify priorities for development and use this information to inform the school of its ongoing action plan

Appendices

1. Assessment of and assessment for learning comparison sheet
2. Assessment and Feedback Discussion form
3. Target sheet

References

http://www.bbc.co.uk/northernireland/forteachers/curriculum_in_action/assessment_for_learning.shtml

www.teachernet.gov.uk/publications

Search using the ref: DCSF-00341-2008

Black, P.J. & Wiliam, D. (1998) Inside the Black Box: Raising standards through classroom assessment. King's College, London

TO ADD FOR REVIEW

Progress meetings

Progress meetings and agreed policy on intervention, forms, providing a more individualised approach to learning as this policy works alongside SEND policy identifying the needs of particularly pupils with a range of additional special needs, in addition to the Cause for concern agenda whereby teachers identify pupils they are concerned about for social and emotional reasons as part of the safeguarding responsibility of the school and thirdly academic progress meetings where academic progress is reviewed on a half termly basis culminating in the target setting day, where pupils' personal development is also reviewed with

form tutors as part of the schools increasingly holistic practices to ensure all pupils fulfil their potential and achieve their personal best in all areas.

Progress meetings take place half termly at which all pupils who are falling below national expectations or expectations with reference to their own initial starting points in the school are identified and interventions planned.

Forms are completed by teachers, working in partnership with the Principal, to record decisions made. The interventions and targets agreed will then be reviewed on a half termly basis and also in consultation with pupils and parents. Governors will also be informed of progress at the monthly Governing body meetings.