



Hope View School

Assessment, Recording, Reporting and Marking Policy

Introduction

At Hope View School we believe that assessment strategies should be concerned with the whole child. The process of assessment should enable us as teachers to make decisions about the education of our pupils as we chart their progress and achievements. As part of the National Curriculum, children are entitled to have their achievement recognised and used to shape their future learning, thus ensuring progression and continuity.

Due to the nature of the pupils who attend Hope View School, all with a Statement of Special Education Needs or Education and Health Care Plan and many with moderate learning difficulties, the process of assessment can be very daunting particularly as so many fear failure. It is for this reason that the school adopts a “pupil friendly” approach to assessment by involving pupils to help them understand what they need to do to make progress.

Aims

In our assessment process, we aim to gather information which enables us as teachers:

- To evaluate and record each pupil’s attainments and progress and identify individual strengths and weaknesses
- To match work to the needs of individual pupils
- To provide reliable information to parents and colleagues about the progress and development of each pupil
- To work with pupils to help them to set targets related to their learning and progress
- As a school we recognise the importance of continuously examining our methods of assessment, our assessment programme and the use which we make of our assessments. We also recognise the importance of involving pupils in the process of making self-assessments.

Baseline Data

When a pupil joins the school, their levels of progress from their previous placement are recorded on SIMS and Classroom Monitor. Within the first six weeks of their placement, reading age, spelling age, numeracy and writing ability should be assessed either by their class teacher or the subject teacher in order to obtain an up to date set of data. This should also be added to Classroom Monitor.

From this data, teachers are expected to set end of year and end of key stage targets for individual pupils to work towards. This should be reviewed as a matter of course for every pupil as an ongoing process throughout the year.

Formative (On-going) Assessment

This is an everyday process of assessing/marking/grading of classwork and homework. The main purpose of this is to provide feedback to pupils on all of their work – guiding, motivating, correcting and refocusing their efforts.

Summative Assessments

This is a more formalised process of assessing, marking, and grading carried out at specific times. They include:

- a) On Line Literacy Test which all pupils take upon entry to the school.
- b) Progress Tests in Maths and English which all pupils take upon entry to the school and again termly.
- c) School based term tests held at the end of a unit of work or at the subject teacher's discretion. These are prepared by subject teachers and are designed to test pupils' grasp of work covered in most subjects in the curriculum.
- d) At Key Stage 4 and 5 pupils are assessed according to the assessment criteria laid down in the Entry Level Certificate, Functional Skills, Unit Award, ECDL, Diploma and GCSE subject specifications.
- e) School based examinations in all subjects in the summer term.

Pupil self-assessment and Peer assessment

Pupils are encouraged at all times to think about their work and their progress and to take responsibility for their learning. Informal discussions between teacher and pupil take place on a regular basis.

Tracking Progress and Moderation

Class and subject teachers are expected to be fully aware of the progress that pupils are making on a day to day basis and keep records of this accordingly. Classroom Monitor must be used to record progress.

Once a term formal procedures to assess and analysis pupil progress will take the following format:

Assessment Week – A formal assessment takes place every half term. All pupils will be assessed within individual subject areas via assessment and feedback tasks which also encompasses peer and self assessment. There is a two week turnaround for marking and gathering results. This is followed by a moderation meeting, where teachers will consider

whether or not levels are being awarded appropriately. This process is carried out in two ways:

Core Subjects – subject teachers will meet to discuss one piece of work from each class during a formal meeting. The work must be anonymised and the grade awarded should not be revealed until all concerned in the moderation meeting have made a judgement. If there is a discrepancy in the grade awarded this will be discussed as part of the meeting and the final grade agreed upon.

Non-Core Subjects – an anonymised piece of work for each class and subject will be circulated in staff meetings during moderation week. The procedures for moderating the piece of work will follow as for core subjects.

In both cases subject teachers are responsible for providing level descriptors for the purpose of moderating the work.

External Moderation – where subject teachers attend a meeting with other schools will take place once a year.

Pupil Progress Meetings – after moderation week, formal pupil progress meetings are held to discuss the progress of each individual. This is a time to consider additional intervention programmes, extension work or the move to a higher/lower class depending on performance.

Marking

The purposes of marking are:

- To monitor the progress of pupils
- To determine the standard of knowledge and understanding of the pupils
- To assess mastery of particular skills
- To award grade/mark/comment corresponding to the standard of work. Comments made will be positive, developmental and constructive, appropriate and sensitive to the individual child.
- The comment should contain a realistic target for the child to achieve in the future.
- To correct inaccuracies in the work
- To comment on the presentational skills of the work
- To encourage improvement

Teachers are advised to mark work regularly and in line with the following guidance:

- The school's standard marking grid should be used where appropriate.
- Where marks or stages are given these should be explained clearly.
- Work marked should give feedback on success, difficulties and ways to improve; a relevant target should always be set.
- Work should be marked regularly – at least fortnightly.

- All written homework should be marked and returned to pupils, ideally by the next lesson but certainly within three days of the hand in date.
- Work should be graded, where possible, according to the Rising Stars Framework, the Statutory Teaching Framework or ELC/GCSE grades at Key Stage 4.
- The marking grid (Appendix 1) should be used for two or three pieces of work per term, to assess Literacy skills. The grid is printed on sticky labels which can easily be inserted into a pupils work.

Recording

It is not necessary for teachers to keep records of every single piece of work produced by the pupils but it is essential for them to maintain systematic records of assessments. Each system should be designed:

- To establish a manageable and efficient way of recording
- To provide accurate information on progress
- To provide information for written reports and verbal comments to parents, carers and significant others
- To help determine the composition for teaching groups
- To decide entry tiers for external examinations
- Formal assessments should be recorded via Classroom Monitor on a half termly basis.

Reporting

There are statutory requirements for reporting to parents/carers on achievements and progress of pupils. It is required:

- That all pupils on the school roll receive an annual written report
- The report should contain comments on general progress and brief particulars of a pupil's achievements in all subjects
- Reports should contain targets, resulting from discussion between teacher and pupil
- That arrangements are made for parents to discuss the report with teachers
- The report includes a summary of the pupil's attendance and the number of unauthorised absences
- Each subject report should contain a pupil self-assessment in that subject. This analysis will be the result of informal discussions between the teacher and pupil
- That detailed information and explanatory comments relating to the National Curriculum levels are included
- All school leavers are provided with a record
- That a record of a pupil's level of achievement is forwarded to the school in the case of a pupil changing schools

Guidelines for report writing

- Emphasis should be given to the accuracy of assessments and be written in readily accessible language

- They should have a positive effect on pupils' attitudes and motivation
- They should highlight a pupil's strengths and weaknesses but should be written in positive language encouraging the pupil to improve performance
- They should indicate targets to support the pupil in making progress

All staff should:

Carefully check the spelling of pupils' names.

Carefully check that the correct punctuation and grammar has been used.

Ensure that all comments and grades are written in a black ink.

Check for typing errors.

Procedures concerning reports

Parents/carers receive 3 reports per year

Full written reports on each subject are to sent to parents/carers at the end of the summer term

Progress report sheets are completed for each pupil at the end of the autumn and spring terms

Links with other Policies:

Curriculum Policies

Equality and Diversity

Hope View School is committed to equality of opportunity for all pupils and staff in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions. We strive to educate, promote and celebrate the wider diversity of society within our school community.

Monitoring and Review

This policy is due for review in September 2020

Responsible person: Mrs C Lorne (Headteacher)

APPENDIX 1

HOPE VIEW SCHOOL GENERIC MARKING GRID FOR ALL SUBJECTS & ALL KEY STAGES

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|---|---|
| <p><u>Presentation of Work:</u> Ruler Used Date written Title or Learning Objective Margins used appropriately Handwriting Comment</p> | <p>Yes/No Yes/No Yes/No Yes/No</p> |
| <p><u>Spelling, Punctuation and Grammar:</u> Capital letters, full stops, exclamation and question marks are used appropriately. Spelling.</p> | <p>WWW: EBI:</p> |
| <p><u>Subject Specific:</u> Relevant use of subject terminology. Key words are spelt correctly. Shows understanding of the topic</p> | <p>WWW: EBI:</p> |