Hope View School

Assessment, Recording and 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 an 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 through **Sonar.**

- 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, teachers will make their own judgements about pupils' current attainment using baseline assessments and the school tracking tool, **Sonar**. This is conducted over the course of the first six weeks of their placement. Teachers will also assess reading age.

Formative (On-going) Assessment

This is an everyday process of assessing/marking pupil work using **Sonar**. The main purpose of this is to provide feedback to pupils on all 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) Reading Tests.

b) Baseline Tests in Maths, English and Science which all pupils take upon entry to the school.

c) Pupils are summatively assessed under the discretion of the teacher.

d) At Key Stage 4 and 5 pupils are assessed according to the assessment criteria laid down in the Entry Level Certificate, Functional Skills, FCSE, Diploma and GCSE subject specifications.

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. **Sonar** must be used to record progress. Further information about how teachers track, record and report progress can be found in **Appendix 2**.

Moderation: This process is carried out by Curriculum Leaders and teachers who 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.

Curriculum Leaders and teachers are responsible for providing stage descriptors for the purpose of moderating the work obtained from **Sonar**.

External Moderation – where Curriculum Leaders attend a meeting with other schools. This will take place once a year.

Quality Assurance of Pupil Progress/Pupil Progress Meetings – 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. As part of these meetings "most able" pupils will be discussed against their pupil progress expectation.

Senior Leadership Team (SLT)- The SLT will analyse pupil progress data. Pupils of concern will be identified as those pupils making less than average percentage progress in comparison to their peers. This information will then be shared with CL's. CL's will then be given time to complete and prepare for the next stage in the process by completing the "**Pupil Progress Preparatory Form"** before these pupils are discussed in detail, and actions/interventions and review dates are identified. This will be recorded by the completion of the **"Pupil Progress Meeting Record".**

Curriculum Leaders (CL)- Subsequently, CL's will ask the relevant non-subject-specific teachers to prepare for pupils' progress meetings by completing the pupil progress preparation forms for the pupils identified. As part of this review, CL's will complete the Pupil Progress Record. **CL's will then use this information to feed back to the relevant members of SLT on the proposed actions and review dates.**

Pupil Progress & Attainment Reviews

At the start of the next academic year, a Pupil Progress and Attainment Review will take place between the relevant members of SLT and CL's. In this review, analysed data will be shared, and this

may be used to set targets for the respective CL's Performance Management Review. In addition, attainment will be reviewed. Pupils deemed as making Expected Progress and Exceeding Expected Progress will be discussed. This part of the process will also look at the pupils' Predicted Grades vs their Actual Attainment Grades.

Marking

The purposes of marking are:

- To monitor the progress of pupils

- To determine the standard of knowledge, skills and understanding of the pupils

- Comments 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.

- All work should be marked for literacy; this includes SPAG & use of subject specific vocabulary.

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

- Work should be marked regularly – **at least fortnightly.**

- All written homework should be marked and filed.

- Further and more detailed guidance around marking can be found in **Appendix 1.**

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 appropriately by the teacher/curriculum leader.

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
- That arrangements are made for parents to discuss the report with teachers.
- The report includes a summary of the pupil's attendance.
- 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.

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.

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 2025

Responsible person: Mrs C Lorne (Proprietor)

Appendix 1- Marking Guidance

Spelling, Punctuation and Grammar

Where relevant, teachers should mark pupil work for Spelling, Punctuation and Grammar in **purple**. Teachers should identify SPAG errors in pupil work by using the following key.

SPAG Element	Element Code
Capital Letter	CL
Full Stop	FS
Comma	CO
Question Mark	QM
Exclamation Mark	EM
Spelling	SP

In respect of the above, teachers should initial the element code next to where the mistake has been made.

Where there are numerous spelling mistakes throughout pupil work, teachers should use their knowledge of the pupil to identify which spellings they should prioritise for correction i.e., **no more than three spellings**. These will be detailed at the end of the piece of work where pupils can then practice the spelling of these identified words. Pupils should practice their spellings in pink pen as detailed below.

*** Note: teachers should use their knowledge of the pupil, discretion and sensitivity in the marking and correction of pupil work.

Teacher Comments and Feedback

At the end of the piece of work teachers should make comments in relation to the following:

SPAG **(Purple)**

Subject Specific **(Blue)** i.e., content, use of key terms

Next Steps **(N/S)** (either **purple** or **blue** dependent on comment)

*** Teachers must ensure that their comments include praise.

Pupil Correction

Pupils should be encouraged and directed to review the feedback given and make corrections to their work. These corrections should be detailed in **pink.**

Appendix 2

Hope View School

Additional Educational Needs Provision

Tracking and Reporting Pupil Progress & Attainment

Pupil Progress Expectations

Pupil progress is analysed on a termly basis (3 points per year). Subsequently, pupils progress meetings are held to discuss this progress. Pupils of concern are identified as those pupils not making any progress or are **making significantly less than average progress** in relation to their class peers. This is either in relation to **individual components** or the **entire subject curriculums at a relevant stage**.

Summative Expected Progress- Annual

It is expected that pupils achieve an average progress percentage of **74% (EP)** over the course of a full academic year.

The SLT will report on the following:

1. The Percentage of pupils achieving EP in the academic year by subject.

2. The Percentage of pupils Exceeding Expected Progress (EEP) in the academic year by subject.

3. A comparative analysis of the percentage of pupils achieving EP & EEP between subjects.

KS3 Transition- Expected Progress- As progress at the transition stage is measured over three stages, and condensed into two years, Expected Progress over the course of one academic year is 37%. This means that over the course of the two-year transition stage, pupils should have achieved at least 74% of progress.

Exceeding Expected Progress (EEP)

Based on the above; pupils deemed to be achieving EP will have achieved **greater than 74% progress** over the course of an academic year.

Most Able Pupils

Most able pupils are deemed to be those who meet the following criteria:

1. Attainment- those who can access and achieve attainment outcomes greater than the majority of their peers.

2. Age Related Expectations- those pupils who are identified as working most closely to their own age-related expectations (-1 to +/- 0 years).

3. End of Key Stage Targets- those pupils who achieve beyond their End of Key Stage Target.

Expectations of the most able

It is expected that the most able pupils achieve beyond that of the expected progress of their peers e.g. higher than the average progress at a certain point.

Contributing Measurements of Progress

Due to the nature of our pupils, and whilst every effort is made to effectively assess and determine pupils current working stage, it is often appropriate to fluidly assess pupils over a variety of stages. This is particularly pertinent as pupils often present with gaps in knowledge, as well as strengths in areas beyond their understood current working stage. In this case, progress made by pupils "above" their current working stage will contribute towards their "overall" progress within an academic year.

<u>Teacher Judgements- SONAR</u>

Pupils are assessed against the Curriculum in Bands. This effectively replaces/but remains to mean Stages/Years.

Pupils are assessed against the entirety of the curriculum component. For example, if a curriculum attainment score is Band 7- 65%, this means that that pupil has a 65% depth of knowledge at that component and that particular stage.

Because **Sonar** assesses pupil progress against each component within a subject, this allows teachers and curriculum leaders to identify areas of strength and for development more accurately. This information can then be used to plan teaching and learning looking forwards.

<u>The mark-book</u>

To access the mark-book, staff should follow these instructions:

- Log in.

- Click "Assess".

- Click "Primary Formative".

- Do not select a year group.

- Select "Class".

- Choose Strands- staff should simply select the strand they wish to assess against. If staff wish to select for example, English in its entirety, they must select all strands individually.
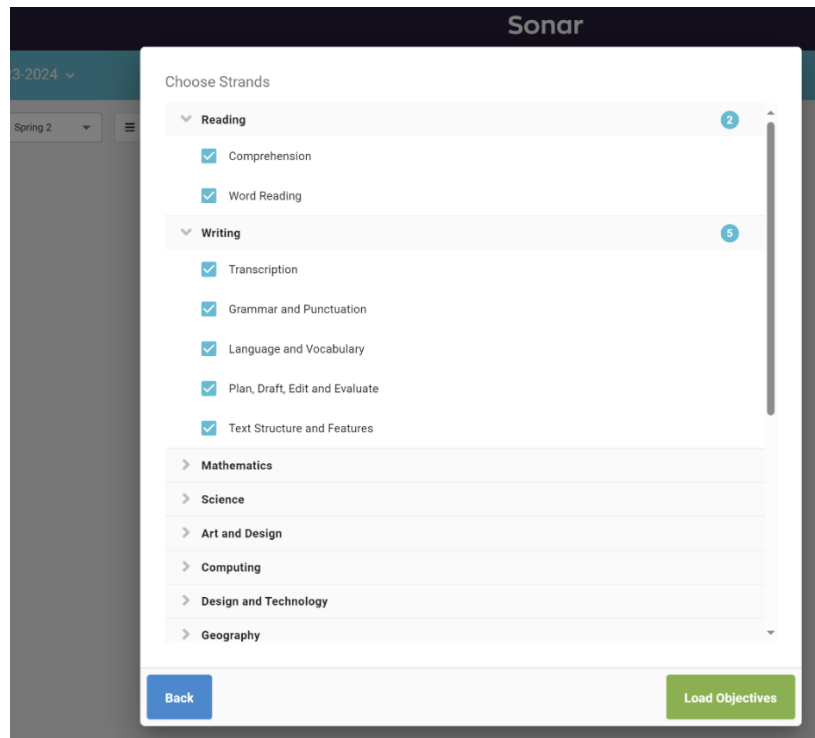
- Click "Load Objectives".

- In the top right-hand corner of the window, click "View Options".

- Toggles to "Objectives View". Then click "Update View".

- This then presents you with the "mark-book".

- In the top of the window, select the "band" (Year) you wish to assess pupils against.

- Staff can then select and toggle the targets against the detailed below criteria.

<u>Bulk Fill</u>

If you wish to "Bulk Fill" against targets where **ALL** pupils are awarded the same entry/colour, click on the target to be marked against, select the "entry/colour", then click "Bulk Fill". This does not work for part of a group.

<u>Mark-book entries</u>

Grey- Unassessed

Red- Taught

Orange- Working Towards

Green- Achieved

Purple- Greater Depth

When using the above, it is always important to do or consider the following:

1. The amount of support given and whether this is representative of the level of support needed for pupils at that age/stage.

2. Has the pupil achieved some/all elements of the objective?

3. Teachers should mark pupils at the stage the lessons are targeted i.e. in line with the LTP and SOW, and school set "curriculum expectation" of the class.

4. Pupils who are unable to achieve some/all elements of the objectives at the "curriculum expectation" stage, should subsequently be marked against the stage objectives they are currently "working at".

<u>Reporting Pupil Progress and Attainment</u>

Sonar is able to produce analysis by component, and thus, overall progress analysis also. This progress is depicted as percentages achieved at the components, overall subject and stage.

Teachers will **only report home** the pupils **Current Working Stage**. For example, where a pupil is working at Stage 6, "Stage 6" will be reported as their **Teacher Assessment Grade.**

Functional Skills (FS) Courses-

Sonar will continue to be used to assess the depth of knowledge pupils have within the curriculum, but pupil grades should be reported in line with the specification. This is so that the report informs, staff, parents/carers and other relevant outside agencies about their predicted attainment in that course.

Pupils studying FS courses will be given **at least three** opportunities throughout the academic year to demonstrate their progress within the qualification. These opportunities will coincide with the three "data drop" points.

Final grades for FS courses are awarded using a pass/fail criteria.

The pass mark in **Maths** is generally: **45-60%**

The pass mark in **English** is generally:

Reading: 45-65%

Writing: 45-65%

When reporting, staff should detail the Level and average percentage the pupil is achieving within the FS qualification, for example, **FS- Reading- Level 1- 50%.**

The pass mark in **ICT** is generally: 70%

Parents and carers should be informed about what the general pass percentage range is for each subject respectively.

ELC Science- Pupils studying the ELC in Science will be able to demonstrate their progress through the subject at various points. The course is structured in two formats; the Single Award and Double Award. Through ESA's and TDA's, pupils demonstrate their understanding. Each course will be awarded at Level 1, 2 or 3, dependent on the number of marks achieved.

As a general rule, ELC's in science are awarded as follows:

Level 1- 25% of the marks

Level 2- 50% of the marks

Level 3- 75% of the mark

Sonar will continue to be used to assess the depth of knowledge pupils have within the curriculum, but pupil grades should be reported in line with the specification. In this case, staff should **calculate the average percentage achieved** and **scale** this mark to coincide with the above-described levelling structure. For example, if a pupil has achieved an average of 35% of the marks in the assessments completed**, the reported pupil grade** would be as follows; **ELC- Single/Double Award- Level 1-35%.**

ELC History

A general rule for the awarding of ELC History are as follows:

Level 1- 40% of the marks
Level 2- 60% of the marks
Level 3- 80% of the marks

ELC Maths

Level 1- 25% of marks

Level 2- 50% of marks

Level 3- 75% of marks

<u>GCSE</u>

Pupil progress will be tracked and based on depth of knowledge, skills and understanding acquired. This system can be used to provide a guidance on pupils' progress towards their **GCSE outcome, and staff should maintain records that reflect this.** Staff could use the below table to interpret how Stages convert into the GCSE grading structure.

Sonar Stages	GCSE Grades
	9
	8
	7
Stage 9	6
Stage 9	
Stage 9	5
Stage 9	
Stage 8	4
Stage 8	
Stage 8	3
Stage 7	
Stage 7	2
Stage 6	
Stage 6	1
Stage 5	
Stage 5	

Pupils will sit mock examinations at three intervals (six over two years) which coincide with **"data drops"**. Information from **Sonar,** as well as results from these examinations and other graded sources of pupil work, will be used to determine the grade pupils are currently working towards. This will be in line with the **GCSE grading system (1-9).**

Sonar will continue to be used to assess depth of knowledge, skills and understanding acquired by pupils.