



**St Hugh's School**

*Assessment Policy*

This document relates to the key recommendations within the Commission on Assessment without Levels; final report (September 2015)\* and in-line with the 'Purposes and Principles of Assessment without Levels; \*<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport>.

It also makes reference to the interim recommendations of the Rochford Review (December 2015). The members of the review are keen to see an inclusive system of assessment that takes into account the requirements of the SEND code of practice and that is applicable to all pupils working below the standard of statutory assessment arrangements, including those whose attainment outcomes are currently reported using P-scales.

**Aims and Principles of Assessment** *(as consulted and agreed upon by staff):*

Following the removal of levels, the DfE has emphasised that the formative and summative assessment schools conduct on a day-to-day basis, should not be tied to the format of statutory assessment at the end of key stages. In-school assessment therefore serves a different purpose to statutory assessment, as its primary function is to support teaching and to help inform a shared understanding between teacher and pupil of what the pupil knows, and understands, where any gaps lie and what the pupil needs to do to progress. Embedding this process enables students to become reflective learners, helping them to close the gap between what they can currently do and what we strive for them to be able to do as learners.

At St Hugh's we ensure that:

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting education
- High quality, in depth teaching, is supported and informed by high quality formative assessment
- Consistent & effective marking and feedback provides direction for improvement and positively reinforces, and celebrates the individual success of every student to build confident and self-aware learners
- The school ethos promotes and emphasises the opportunity for all students to succeed if taught and assessed effectively
- There is always a clear purpose for assessing and assessment is fit for its intended purpose
- Assessment is used to focus on monitoring and supporting student's progress, attainment and wider outcomes
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning
- Assessment supports informative and productive conversations with students and parents
- Students take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- Assessment is inclusive of all abilities
- A range of assessment approaches are used including day to day in-school formative assessment, in-school summative assessment, examination board criteria and nationally standardised summative assessment

### **In-school formative assessment:**

In-school formative assessment is an integral part of teaching and learning. It helps students to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. It supports students in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve. Formative assessment ensures that problems are identified and that every student will be appropriately supported to make progress and meet expectations.

### **Strategies & Systems:**

- STAR Reading and Maths (additional to in-house reading, literacy & numeracy assessment)
- 2Build-a-Profile app - logging student achievements by capturing observations 'on the move' & downloading to a secure cloud recording formative assessment judgements (see attached guidance)
- PASA - Teacher, Pupil & Peer self-assessment and feedback e.g. smiley face, traffic lights, discussion, self-marking against agreed success-criteria
- Scanning work for pupil attainment and development
- Use of rich questioning techniques and answers
- Observational assessments
- Regular short re-cap quizzes
- Discussion with students
- Marking and feedback of pupils' work, highlighting areas of success and development/improvement areas against the Learning Objective and Success Criteria - see Marking and Assessment Policy for in-depth descriptors and expectations.

### **Marking and Feedback**

- Provides constructive feedback to students
- Relates to the learning intention and comments on previous attainment within the context of the learning
- Gives recognition and praise for achievement and clear strategies for improvement
- Allows specific time for students to read, reflect and respond to marking (with appropriate scaffolding and/or support to enable success)
- Responds to individual learning needs
- Involves students within the reflective process
- Informs future planning and group/individual target setting
- Includes written, oral and self, shared or paired marking

**In-School Summative Assessment:**

In-school summative assessments will be used to monitor and support student performance. They will provide students with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both student learning at the end of an instructional unit or period (based on pupil-progress outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of in-school-summative assessments are used including:

- End of term testing - STAR, Schonell, Youngs
- End of topic, unit tests or tasks
- Personal Achievement Profiles (P.A.P.s), via EHCP outcomes and review for pupils with SEND reviewed termly (see attached guidance)
- Termly monitoring of BSquared
- Termly & end of year reports to parents & carers outlining progress and attainment of pupils reflective of National Curriculum age related expectations

On entry to St Hugh's School, Year 7 students are assigned to class teams based upon end of Key Stage 2 data; SATs and Teacher Assessment. A baseline exercise is completed by St Hugh's teachers six weeks after entry to ensure accurate class assignment and working levels are in place. This process is also in place for those students who join St Hugh's beyond Year 7 or at mid-points in the academic year.

**National standardised summative assessment:**

Nationally standardised assessments are used to provide information on how pupils are performing in comparison to others nationally. They also provide parents with information on how the school is performing in comparison to schools nationally. Teachers have a clear understanding of national expectations and assess their own performance in the broader national context.

Nationally standardised summative assessments enable the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance and effectiveness. Nationally standardised summative assessments measure how much each child improves from one Key Stage to another. These are then used to predict the likelihood of pupils achieving specific results in their GCSEs informing Progress 8 and Attainment 8.

Nationally standardised summative assessments include:

- EYFS profile data
- Baseline Assessment in Year R
- Phonics Screening Check in Year 1
- National Curriculum tests & teacher assessments at the end of Key Stage 1 (Year 2) - Maths, Reading and English grammar, punctuation and spelling
- National Curriculum tests & teacher assessments at the end of Key Stage 2 (Year 6) - Maths, Reading and English grammar, punctuation and spelling\*

These assessments are not always accessible or appropriate for learners within St Hugh's, therefore the school will make use of additional diagnostic assessments to contribute to the early and accurate support of students with special education needs (SEND) and any requirements for support and intervention.

\*St Hugh's School, by its nature, does not have pupils who are performing at their typical age related expectation. Pupil attainment spreads from P-Scales (all classed together in the category "Working towards Year 1" in non-SEND mainstream) through to Year 6 curriculum expectation. The expected National Curriculum level for leaving Key Stage 2 and entering Key Stage 3 is currently level 4 or above. This demonstrates that our pupils, at the point of intake, are already working below their age related expectation and are significantly behind.

### **Moderation**

Moderation focuses on reviewing the evidence used to identify students are secure in a particular skill and whether this is consistent across year groups, specific cohorts and the whole school, matching expectation. Assessment judgements are moderated by colleagues in school and by colleagues in other schools and settings to ensure our assessment judgements are fair, reliable and valid.

Our moderation processes include: Regular discussions about students work in staff meetings

- Planned moderation of student work via termly internal timetable & external partnerships
- Cross-curriculum moderation eg; writing assessed across all areas of the curriculum not just on the basis of written work in literacy.
- Use of cross-year group moderation to ensure consistency of levelling e.g. collect and compare examples of tier 2 work from all year groups
- Other evidence forms part of moderation process such as apps, photographs and video
- Book trawls will form part of the moderation process. These will be timetabled for each half term with a clear focus, for example; evidence in books is reflective & supports student's recorded working levels

## **How will progress be reported?**

The new curriculum clearly outlines what is expected achievement from students in terms of progress against 'year' group or age related expectations. Assessments in all subjects are recorded using the electronic BSquared assessment system (reflective of the National Curriculum framework for KS1 & 2) which links to *GAP* and *CASPA* analysis tools.

Students at St Hugh's School can be significantly below and working outside of their age related expectations because of their SEND. It is therefore important for us to identify the chronological point in the curriculum in which our students are working at. We have decided to adopt the word 'tier' to replace 'year', with the 'tier' referring to the corresponding year group in the new national curriculum. This wordage also appears on our BSquared documentation and recording processes.

A student working at tier 2 is accessing the Year 2 curriculum; a student on tier 5 is working within the year 5 curriculum, and so on. To keep expectations high it has been decided that no student can achieve the standard level within each tier unless they are secure in at least 80% of the objectives within the BSquared tier or sub-tier. The rationale for this is to compensate for the lack of linear progress in comparison to mainstream cohorts and reflects the need to safeguard and maintain existing working levels. As with all children, students with SEND should be set targets that reflect their individual needs.

Emerging — Yet to be secure in the end of year expectations

Expected — Secure in the majority of the end of year expectations

Exceeding — Secure in almost all or all the end of year expectations and is able to use and apply their knowledge and skills confidently

## **Reporting to Parents and Carers**

Interim 'Student Progress' reports will be sent to parents and carers at the end of each full term. The report will identify the tier of learning but also the attainment achieved, informing parents and carers whether their child is working; below, towards, standard, above or at mastery level in Reading, Writing, Speaking & Listening and Maths. Attendance, attitudes to learning and behaviour will also be referred to.

A full academic report for each student is given to parents and carers at the end of the academic year within the EHCP transition or review process. This report gives details of work covered, achievements and offers advice for improvement/continued progress. When reporting to parents, we aim to be factual, specific and refer to past learning. We try to be positive about achievement and point the way to any future learning objective. We reflect the importance of the child in the process so the report can be understood by the child at an appropriate level.

Parent Consultation Evenings take place on a termly basis with class and subject teachers to discuss general progress and agreed targets or areas for development. Information available to parents and carers include teacher assessments, test results (if applicable), comments on classwork, homework and attendance records. Parents and carers can also view their child's work, books and classroom.

## **Training for staff**

In all staff meetings and training, there will be an emphasis on teachers having a depth of understanding of assessment and assessment practice. The school makes significant use of technology to assess and in order to support staff, training in the use of BSquared school assessment system, STAR & 2Build a Profile will be given.

Continuing professional development may take various forms including the provision of direct face-to-face and online training, ensuring that best practice is shared and that the school keep up to date with latest research. The school, in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the schools assessment policy.

## Principles of Effective Assessment

### Assessment:

- ✓ is at the heart of teaching and learning reviewing, guiding and informing student's next steps to learn.
- ✓ is inclusive of all abilities. It demonstrates quality and reliable judgements.
- ✓ judgements are generated, honest and validated / moderated by experienced professionals (including support staff )to confirm accuracy. Using a collaborative approach to confirm judgements made.
- ✓ Is effective and sets high expectations for learners whilst ensuring small steps of learning throughout.
- ✓ draws on a wide range of evidence including IT to support assessment practice providing a complete picture of student achievement within all areas of the curriculum and personal development.
- ✓ should be delivered in a positive and constructive manner in order to encourage enthusiasm and promote progress.
- ✓ clearly identifies student's ability at key transition points through teacher assessment and purposeful diagnostic testing.
- ✓ must be timely and used for summative and formative purposes.
- ✓ criteria is against objective and agreed criteria rather than ranked against age related peers.
- ✓ outcomes provide meaningful information for students in developing their learning through high expectations and effective feedback.
- ✓ Informs parents how to support their children with their learning.
- ✓ informs School leaders and governors in planning and allocating resources recording in order to maximise student progress..
- ✓ feedback should inform and recognise the individuals next steps for learning.
- ✓ is demonstrated through the school development plan to which the whole school is committed.