# Assessment Policy



| Date | 01.01.2024 |
|---|---|
| Review Date | 01.01.2025 |

**Aims**

- Create a dialogue between student and teacher/other adults
- Ensure continuity and progression for the learner as he/she moves through the school
- Provides the framework to measure progress against individualised targets based on the students EHCP
- Acknowledges areas of key skill knowledge success to the student, thereby motivating them to make progress
- Identify key skill areas requiring further development to students and adults, which will be used to inform future planning
- Raise the achievement and self-esteem of students by providing them with regular, high quality, diagnostic feedback about their work

**Assessing Students' Progress Against EHCP and Academic Targets**

As all of our students have EHCPs it is important that their progress toward their individual outcomes is regularly assessed so that the outcomes can be updated to ensure strong progress for every learner. This forms the basis of our Assessment tracking and reporting.

**Each student at Hambling View will have their own Individualised Learning Plan which includes Academic and Personal Development strands which will be planned with the individual at the centre. The Plan details their bespoke curriculum offer which has been designed with input from students, parents and professionals and ensures that progress against EHCP Outcomes is achieved by all.**

**Keystage 3**

**Each student will have 8 Personalised *Areas of Success* within their Plan.**

| Academic Plan | Personal Development Plan |
|---|---|
| Core Skills (literacy, numeracy, curriculum learning and qualifications) | Community and Participation (agency) |
| Aspiration (to do well in all endeavours) | Personal Safety (online and in the real world) |
| Communication (face to face, online, written communication) | Personal Development (confidence, skills development) |
| Resilience (in the face of difficulty) | Personal Wellbeing (mind and body) |

These personalised Areas of Success, which have a prime focus on building literacy and numeracy skills ensure that all learning is underpinned by opportunities for 'real life' learning so that Students are gaining the skills and experience needed to reach their full potential in both accredited courses and in their personal development.

Each Plan is designed to meet the students' individual needs at their own point of learning and is assessed and reassessed against the individuals' strengths and needs to ensure that each area is specific to the student's current needs.

Each student has one Learning Intention for each Area of Success per year. Each Learning Intention will include 5 Coverage Statements which will be covered throughout the year, linked to the needs and outcomes within he EHCP to ensure appropriate, bespoke progress against the Learning Intention.

The aspirational Learning Intentions will be completed within an Academic Year, between September and July. Each of the 5 coverage statements will be equivalent to 20% of the overall Learning Intention. Each Learning Intention within each strand (Academic and Personal) will be equivalent to 25%. This will allow progress to be recorded, analysed and reported numerically, regularly throughout the year and data will be used to inform future planning and development work.

From the initial Strengths and Needs Assessment students Individualised Learning Plans are created with their Learning Intentions and Coverage Statements. All subsequent Strength and Needs Assessments will support the review and update of the Plans.

Progress against Learning Intentions and coverage statements in each Plan is reviewed, monitored and moderated throughout the school year. Evidence is collected in the form of photographs, videos , work in students books and staff comments etc. Evidence must demonstrates that a pupil has mastered a coverage statement. The Strengths and Needs Assessment and individual planning follows the cycle outlined below:

- The 'Strengths and Needs analysis' is developed by relevant staff from previous and present staff teams and from information gathered in the process cycle including Data Drop Information.
- Plans are created, with a Learning Intention identified in each of eight 'Areas For Success'. Five 'Coverage Statements' recognise elements which will ensure progress is made against the Learning Intentions. Therefore progress can be assessed at the end of each term (three times a year.)
- Each student has an individualised Plan which covers all areas of learning and which reflects their profoundly personalised Learning Intentions and Coverage Statements for the year.
- Plans are systematically assessed by staff teams and evidence is collected and collated online throughout the school year at termly intervals and are systematically updated.

The use of online technology enables parents to be kept up to date with 'live' achievement notifications, posted in the cloud by teachers, which they are able to access from home.

The following cycle is implemented year on year to ensure that each student's curriculum journey remains relevant each year:

1. EHCP
2. Personalised Strengths and Needs Assessment
3. Individualised Learning Plans
4. Personalised Pathway
5. Assessment
6. Annual Review

## Keystage 4

Each student will have 8 Personalised *Areas of Success* within their Plan and the process followed in Keystage 3 remains the same, however, the academic plan is more closely aligned with progress toward qualifications and the Personal Development section with preparation for the world of work.

| Academic Plan | Personal Development Plan |
|---|---|
| Core Skills (Maths, English and Science Qualification Targets) | Community and Participation (Work Experience) |
| Options Subject Progress Statements | Employability (preparation for the world of work qualification) |
| Communication (face to face, online, written communication) | Personal Development (skills development) |
| Resilience (in the face of difficulty) | Personal Wellbeing (mind and body) |

**Strengths and Needs Assessment Focus in Keystage 4**

**Year 10:** Students will have a Strengths and Needs assessment as per Keystage 3 but with an additional focus on Targets for Keystage 4 qualifications. Data from Keystage 3 will be used to provide targets based on Entry Level 1,2 or 3 and Functional Skills Level 1 and 2.

**Year 11:** As year 10 but with a review of option subjects (students may decide to develop their learning in their current options subject or choose a second options subject to study at Level 1.

**Reporting To Parents**

Evidence of progress will be recorded in the form of photographs, videos, staff comments and student work and there will be evidence to clearly demonstrate that students have mastered each of the 5 coverage statements across a range of subject areas. PAretns will have access to progress via an online platform which is available to them throughout the academic year.

Student progress against targets within each subject will be reported at three key times during the academic year:

- End of Term 2
- End of Term 4
- End of Term 6

Teachers will report to what extent the target is met using the following statements:

- **Not yet** (will be accompanied by what needs to be the focus to work toward meeting the target in the subject)
- **Met**
- **Exceeded**

Teachers will also report on Attitude to Learning using the following Grade Descriptors:

1. Unsatisfactory
2. Requires Improvement
3. Good
4. Outstanding

At each Data Drop, the data will be reviewed for each individual and where a target has been securely met across a range of subjects, with evidence provided, the student Individual Learning Plan will be updated and a new target issued.

At Keystage 4, student progress will be reported using the following Terget Met statements:

- **Not yet** (will be accompanied by what needs to be the focus to work toward meeting the target in the subject)
- **On track to meet**

- **Met**
- **Exceeded**

This additional statement will allow teachers to show that students are projected as on track to meet their targets by the end of the course.

Teachers will also report on Attitude to Learning using the following Grade Descriptors:

1. Unsatisfactory
2. Requires Improvement
3. Good
4. Outstanding

**Progress of individuals in lessons is reviewed using the following methods:**

**Formative teacher assessment**

This will routinely take place during each lesson to ensure that students understand the content of the lessons. Activities will be provided which allow students to practise and demonstrate their learning of the topics and their individualised targets. Formative assessment is an integral part of our daily routine and may include observations of pupils, questioning and planned adult-led activities so that teachers are aware of the progress that students are making in each episode of learning and can identify/clarify any misconceptions. Students work will be assessed by the teacher and books will be regularly marked.

**Summative Assessment/ End of Unit Assessments**

All of the following subjects will include end of topic assessments for all topics so that progress in the subjects can be tracked:

- English
- Maths
- Science
- Humanities
- Computing

The assessment may take the form of a test, creation of an artifact or an assessed task. Each assessment will be given a success criteria which students will have access to ahead of the assessment. Teachers will quantify the progress within a topic using a percentage to provide numerical data that can be used for analysis. This data will not be shared with students but will be used to support the teachers planning of future episodes of learning and to identify gaps or trends for individuals and groups.

Teachers will be responsible for the sourcing/creation and quality assurance of assessments and each subject will undergo an assessment moderation as part of the annual curriculum review process.

In some instances, it would not be appropriate to provide a formal assessment for a student with MLD. If this is the case for any student, due to their level of need, this will be signalled at the point of the strengths and needs assessment and in these cases, collating evidence that shows the progress that has been made and using the WWW/EBI marking procedures will be sufficient.

At the end of Year 9, in preparation for the students individual Annual Review, the progress and current level of the individual will support decision about the individualised Pathway for student at Keystage 4.

**Marking of Students Work**

Marking will be used to track learning/progress over time and to shape future episodes of learning as well as for the purpose of summative assessment. Teachers are responsible for knowing and reporting on the progress of students in line with our reporting calendar.

Teachers will mark students work at least every 8 lessons (or once a term for subjects who only have one lesson per week). End of topic assessment work can be included in this marking cycle.
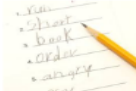
Feedback from each marking and assessment episode will include a statement of WWW (what went well) to show students the specific things that they have done well and should replicate, and an EBI (even better if) task that is designed by the teacher to either develop an idea, correct misinformation etc.

Feedback will also include statements related directly to the students individual Passports so that students are aware of the progress that they are making on their individual targets.

Sufficient time must be allocated within the next lesson following marking, to allow students to reflect and complete their EBI tasks.

**Marking procedures:**

- Teachers will mark work regularly using a red pen.
- WWW and EBI comments will be shared with students during marking phases to ensure that students know how to progress their learning.
- EBI comments will include a task or activity to rectify mistakes and/or add depth to learning.
- Students are expected to respond to their EBI comment in purple pen.
- Teachers will check the purple pen responses for accuracy (triple impact)
- There will be a strong literacy focus to all marking episodes and the following marking codes will be used:

| Mistake code | Means? | |
|---|---|---|
| Ca | Capital letter |  |
| Sp | Spelling |  |
| P | Punctuation |  |
| WW | Wrong word |  |

**Moderation of Students' Work**

Through robust internal moderation we ensure that learning intentions facilitate our young people in making outstanding progress year on year which is personal to them. The success criteria for outstanding progress is highly personal to our students and so in our moderation

process we will be ensuring that each pupil receives a bespoke approach and subsequently makes outstanding progress according to their starting point.

Our Moderation processes help us to increase the dependability of the assessment information that we gather for each student:

- Each students' S&N Analysis is internally moderated by staff at the beginning of each new academic year to ensure that progression of next learning needs has been appropriately identified.
- Work in books is moderated to ensure that students are producing high quality work across all subject areas and that expectations among staff are high for all learners.

**Moderation meetings include:**
- A collaborative exploration of the progress made against coverage statements between colleagues.
- Reflective questioning devised to extend and challenge the class team's approach and systems.
- An exploration of further interventions, approaches to teaching and learning and strategies which could be used to support a student.
- Moderation of students work in books and assessments

The moderations of assessment will also take place during Subject reviews throughout the academic year.

**Links with other policies**
- Assessment Policy
- Equal Opportunities Policy
- Sex and Relationships Policy
- Teaching and Learning Policy