



# HIGHSHORE SCHOOL

## Highshore School Assessment Policy

### Rationale

Assessment lies at the heart of the process of promoting pupils' learning. It provides a framework within which educational objectives may be set and pupils' progress expressed and monitored, thus enabling all pupils to achieve their full potential.

Assessment is to be incorporated into teaching strategies in order to highlight areas requiring improvement, to record pupils' progress, and to strengthen learning across the curriculum. Highshore school's procedures aim to promote equality of opportunity between pupils of different characteristics; they are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

### Aims

#### For pupils

- To promote pupils' learning and progress throughout the different curricular areas.
- To enable pupils to recognise and take pride in their achievements, to identify areas and skills where improvement is needed; thus enabling many pupils to plan their own future learning.

#### For staff

- To enable teachers, teaching assistants and other professionals to plan and teach from strategies based on a reliable knowledge of the abilities and progression of each individual pupil.

#### For parents/carers

- To inform parents and carers as to their son/daughter progress; and to assist them in supporting the learning taking place at school.

#### For the school

- To gather information about the performance of individual pupils, groups, and different cohorts in order to inform target setting.
- To keep the Governing Body regularly informed of student progression and achievement throughout the school; with particular reference to national trends and guidelines.

## Method

### Baseline macro-assessment in year 7, and annually thereafter

- Within the first half term of joining Highshore, all pupils are formally assessed, at the appropriate level, in all aspects of Literacy and Maths using 'Progress in English and Progress in Maths'; and in their expressive and receptive language, using a battery of tests, which like those for English and Maths, yield statistically valid measures of ability from 4 years, and from level 1 of the National Curriculum.
- All pupils are then assessed annually, on the same formal basis, so as to ensure a statistically valid, and objective assessment, of their progression across KS's 3 and 4. With progress being monitored against both, the school entry base-line of year 7, and across the preceding academic year.
- The results are then fed in CASPA so as to compare Highshore progression with that of other similar students nationally.
- The findings from this assessment, together with the equivalent National Curriculum/P levels, are passed to class teachers to provide them with baselines and guidance as to student progress and attainment.

### B-Squared micro-assessment

- B-Squared is also used as the tool for assessment in English, Maths, Science, Music, and PE. B-Squared breaks down individual levels of assessment into very small steps; and thus enhances the ability of teachers to micro-manage student progression and learning in these subjects.
- Data from B-Squared also provides a valuable compliment to the macro-measurement the of student progression across the school. In particular in so far as it provides data for KS 5, which is not covered by CASPA; and for a small number of low ability KS 3 and 4 students, who score less than the statistically valid measures on their annual tests of progression.

### Other forms of assessment

- Formative assessment takes place continually by teachers, teaching assistants and other professionals, which includes observing, questioning, discussing & analysing.
- Use of peer and self evaluation by pupils
- The teacher in charge of dyslexia regularly assesses throughout the year.

- The Speech and Language therapists make assessments of the pupils with whom they work.
- IEP targets for Communication, Self-help, and Independence skills, are set once a year in the first half of the autumn term and reviewed during the second half of the summer term.
- Summative assessment procedures are used in Functional Skills in English, Maths, and ICT in KS 4; as well as externally accredited courses by WJEC and ASDAN

## Recording and Reporting

- The progression data for Literacy, Maths, and Speaking and Listening is reported to parents/carers annually; and in a format which makes it clear and understandable.
- This data, together with the assessment data entered into B-Squared in English, Maths and Science, is accessible to all staff; and is used for a number of school purposes, including target setting, predicting levels/progress, and completion of the SEF.
- In accordance with statutory requirements an annual report in all subject areas is written and made available to parents/carers in the Summer term. Parents/ carers are invited to discuss this report at a parents' evening.
- Statutory reporting to the Department of Education of end of KS 3 assessment data in the core and foundation subjects.
- Class achievement folders.
- As all pupils have a statement of special educational needs/EHCp, legally these need to be reviewed annually. This is done at Personal Centred Planning (PCP) or Educational Health Care (EHC) meetings held throughout the school year; to which all professionals involved with the pupil, as well as parents/carers and the pupils, are invited.
- Year group parents' evenings are held regularly during the year.
- Teachers of subjects other than English, Maths and Science may choose to use other recording and reporting systems, which will differ according to the subject and group.
- A copy of the IEP, and its review, are sent out to parents/carers.
- Home/school communication books are used as a method of communication.
- All assessment and subsequent recording is regularly monitored by the Senior Leadership Team and Governing body.

## Conclusion

The procedures outlined here are designed to maximize detailed knowledge of each student, and to ensure statistical rigour; with the aim of monitoring student progress and informing planning on the basis of the best possible foundation. This policy will be reviewed annually.

**Simon Aston. BA. M.Phil. Dip.Sp.Ed.**  
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*Julia C. Field*

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