

Assessment Policy

1 Rationale

- 1.1 At Highshore assessment lies at the heart of teaching and learning. It provides a framework for setting accurate learning objectives, for monitoring and measuring pupils' progress over time and to identify areas for development.
- 1.2 Recording is the means by which information is gathered about learning. Through the school's agreed recording systems information about pupils' achievements is documented for the purpose of measuring pupil progress.
- 1.3 Reporting provides information about pupils' learning, achievements and progress for a number of purposes and to a range of audiences.
- 1.4 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.

2 Aims

At Highshore the purpose of assessment is to:

- 2.1 Allow pupils to show what they know and understand and what they can do, and to help them understand what they need to do next
- 2.2 Provide information for accurate planning, teaching and learning
- 2.3 Review and differentiate curriculum provision
- 2.4 Plan for curriculum development
- 2.5 Identify where additional support is required
- 2.6 Track individuals' achievements over time and make a value added analysis of their progress across the Year and Key Stage
- 2.7 Analyse pupil achievement and progress by identified groups e.g. Pupil Premium (PP), Gender, Free School Meals (FSM), Children Looked After (CLA) and Ethnicity
- 2.8 Meet statutory requirements for carrying out teacher assessments and testing at the end of each Key Stage
- 2.9 Ensure that assessment and recording are integral to Highshore's appraisal system

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

2.11 Report teacher assessments across the curriculum

3 Roles and Responsibilities

Responsibility for assessment belongs to class and subject teachers, subject and middle leaders, the leadership team and the Governing Body.

3.1 Class and subject teachers are responsible for the assessment of pupils in their class/group.

3.2 Subject and middle leaders are responsible for reviewing the quality of statements and evidence provided in their subject, and moderating examples of work within and across schools.

3.3 The Pupil Intervention Team use termly analysis of data to identify and record underperformance of pupils in their subject to provide support and propose appropriate intervention. They monitor strengths and areas for development and share information with teachers to consider how teaching methods and curriculum content can be adapted accordingly.

3.4 The Leadership Team are responsible for monitoring and reporting pupils' progress over time, analysing progress against value added criteria and the identification of any significant differences between the progress made by different groups of pupils or between subjects.

3.5 The Governing Body is responsible for holding the school to account in terms of standards of achievement, attainment and progress.

4 Purpose and Audience

4.1 At the end of each academic year pupils receive formal recognition of their achievements in each subject area, in the form of a written report along with an indication of their current performance and progress they have made.

4.2 Parents and carers are kept informed through regular meetings across the academic year via parents' evenings and in Educational Health Care (EHC) meetings in which the Educational Health Care plan (EHCp) is reviewed.

5 Method

At Highshore we assess by:

5.1 Providing meaningful and relevant learning experiences both in and outside of the school environment.

5.2 Recording a range of evidence to support our judgements of pupil progress.

- 5.3 Differentiating questions that match to pupils' abilities so that their understanding can be assessed.
- 5.4 Providing well-structured lessons, which include clear introductions involving recapping of previous learning.
- 5.5 Making observation of the range of pupil learning experience.
- 5.6 Marking work [where relevant] in accordance with the schools' agreed Recording, Marking and Feedback Policy so that pupils' are aware of ways in which they can improve their performance.
- 5.7 Providing relevant feedback appropriate to individual ability and age.
- 5.8 Formative assessment takes place continually by teachers, teaching assistants and other professionals, which includes observing
- 5.9 Use of peer and self-evaluation by pupils.
- 5.10 The teacher leading on dyslexia regularly assessing pupils throughout the year
- 5.11 Speech and language therapists making assessments of the pupils with whom they work
- 5.12 Outcomes being set for communication, social and emotional development, and cognition and learning in the first half of the Autumn term, and reviewed in the second half of the Summer term.
- 5.13 Externally accredited courses in English and Maths via WJEC.

6 School's online Assessment Record (B-Squared)

B-squared and Evisense are evidence-based assessment systems integral to the teaching and learning process, which is used across the school ~~in order~~ to track pupils' achievements and progress through a series of 'Steps'. B-squared provides a continuum of assessment that is used to identify gaps in learning so that appropriate support and intervention can be swiftly put in place. Evisense provides opportunities to capture pupil achievement in image, sound and film, and to bench mark against the steps in B-squared.

- 6.1 Baseline assessment - For all new pupils a baseline assessment is made on entry (within the first 6 weeks) and entered onto B-squared. Baseline assessment is essential for planning and measuring pupil progress. Inputting data - B-squared is an on-going assessment tool and as such provides a snapshot of pupil progress at any given point in the year. This means assessments are made continuously by teachers by recording or uploading evidence against the statements within each Step.

6.2 Moderation - The B-squared conversion chart shows how it fits into previous and existing assessment systems and can be used for the purpose of moderation within Highshore, and with other schools.

6.3 Use across the curriculum - B-squared is also used as the tool for assessment in English, Maths, Science, Music and P.E. B-squared breaks down assessment into very small steps; and thus enhances the ability of teachers to micro-manage student progression and learning in these subjects.

7 Progress Measures

7.1 Historically 40% of an NC level has been regarded as the bench mark of expected progress, this is equivalent 30% of each progression step in B-squared; this is good progress, to exceed this is outstanding progress, to progress by less than this is under-achievement.

8 Annual Assessment Cycle

Autumn	Spring	Summer
B-Squared on-going assessment & Annual Review reports detailing pupil attainment		
<ul style="list-style-type: none"> • Baseline (all pupils) • Review of pupils making less than expected progress. • Interventions put in place for pupils making less than expected progress. • KS5 analysis. • Data collection point (all pupils). • SALT assessments (new pupils) • Book-look English and Maths (all classes) • Moderation meeting with other Schools at the Specialist Learning Partnership. 	<ul style="list-style-type: none"> • Review of pupils making less than expected progress. • Interventions put in place for pupils making less than expected progress. • KS4 analysis. • Data collection point (all pupils). • SALT assessments (current pupils) • Book-look English and Maths (all classes) 	<ul style="list-style-type: none"> • Review of pupils making less than expected progress. • Interventions put in place for pupils making less than expected progress. • KS3 analysis. • Data collection point (all pupils). • SALT assessments (current pupils) • Book-look English and Maths (all classes) • Whole school data analysis. • Moderation meeting with other Schools at the Specialist Learning Partnership. • Whole school data analysis over the current year. • Whole school data analysis over the preceding 3 years.

9 Conclusion

Assessments are taking place against a background of change. At Highshore we are moving away from a focus on academic progress as the main sphere of assessment to an emphasis across wider learning, so as to include measures of progression across: communication and interaction, improvement in social and emotional skill, and physical and sensory development. With a view to implementing changes in September 2020, measures of progression in these areas are being trialled in the current year, and the assessment policy will be updated in a year's time so as to reflect this.

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9/12/19