

Assessment Policy

Rationale

At Highshore School, our assessment procedures are designed to inform, identify and feedback on our students' progress. It is our belief that both formative and summative assessment procedures are vital in not just informing where students gaps are, but also to determine next steps, celebrate achievement and identify areas to develop for teachers.

Aims and Values

Our Aims and Values are embedded within our Assessment procedures. This is described below:

Aims and Values	Assessment of learning
Independence	Our assessments are based on capturing students' independence with their learning. Using our marking and feedback guidance, assessment is used to celebrate independent achievement of learning.
Self-help	The outcomes in our assessments are designed to support self-help skills and learning. Giving students the tools in which they can learn themselves is a key aspect of our teaching.
Communication	Communication is fundamental to all aspects of assessments. Students should know how they are doing with their targets and progress and staff should also receive feedback on how their students are progressing.
Kind	All our assessments are completed without bias and based on the learning and judgements of our teachers.
Fair	
Equal	

Treat others how you wish to be treated	To ensure that all students have had a fair look, moderation and monitoring happens regularly.
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Purpose

At Highshore School we believe that the purpose of assessment is to:

- Determine where our students are with their learning, including, identifying strengths and gaps in learning
- Inform teachers and students of progress and determine targets
- Gain understanding of any whole school or in class trends such as groups, subjects or other identifying characteristics
- Give external stakeholders an understanding of what learning looks like in the school and progress made
- Inform the SDP with regards to areas of development



Roles and Responsibilities

The overall responsibility for assessment belongs to the Headteacher. However, this responsibility has been delegated to the Deputy Headteacher, who is the Assessment leader. The responsibility for each area of assessment is set out below:

Area	Cognition and Learning	Communication and Interaction	Physical/and or Sensory	Social, Emotional and Mental Health difficulties	Literacy (Reading and Writing)	Maths	Foundation and other subjects
Who	Literacy and Maths teachers	Form tutors and SaLTs	Form tutors and OT	Form tutors	Literacy teachers	Maths teachers	Foundation subject teachers
What/How	SS Tracker	SS Tracker and SaLT assessments	SS Tracker	SS Tracker	Highshore steps	Highshore steps	Focus students and subject specific assessments
Monitoring	DHT, PiT team and Literacy and Maths Lead	DHT and PiT team	DHT and PiT team	DHT and PiT team	DHT, PiT team and Literacy Lead	DHT, PiT team and Maths Lead	DHT, PiT team and subject leads

**Foundation subject outcomes are currently in review. The below tables demonstrates both current and the proposed structure that will be in place for the 2023-24 academic year.*

Overall Assessment structure

Our students are described as complex, less complex and more able. Depending on where they best fit they will progress through a range of different outcomes. This is best summarised in the table below:

	Complex (Moving towards subject specific)	Less Complex (Subject specific)	More Able (Subject specific and external awards)	Accreditation
Areas of need	All students are assessed against the 4 areas of need set out in the Code of Practice (2014).			Please refer to accreditation map.
Literacy and Maths (inc. phonics)	Assessed against Cognition and Learning outcomes steps 4 to 6.	ELG and NC outcomes (Highshore Steps)	ELG, NC and Entry Level qualification outcomes	
Foundation and other subjects <i>Our assessment in this area is currently a school priority (2022-23). Each subjects action plan details what these assessments look like and will be in place for 2023-24.</i>	Assessed against appropriate area of need outcomes, e.g, Physical and/or Sensory for PE.	Foundation specific assessments. This is currently part of the school development plan (2022-23), with full systems for all subjects up and running for the 2023-24 academic year.	Outcomes are based on subject specific awards, accreditations and exams where appropriate. Please refer to accreditation map.	

Schedule

Each year, teachers have set times to input assessments, set targets and review. For the 2022-23 year, this is slightly different, as this new schedule was written during that academic year, however, going forward this will be the schedule the school follows. This is as follows:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EHCP (4 areas of need) SS Tracker	Targets set	Progress updated	Targets set	Progress updated	Targets set	Progress updated
Literacy	Baselines and targets set	Assessments updated	Targets set	Assessments updated	Targets set	Assessments updated
Maths	Baselines and targets set	Assessments updated	Targets set		Assessment update	Moderating
Exams and qualifications	<i>Please refer to accreditation map</i>					
Phonics	Baseline	Review and assess	Review and assess	Review and assess	Review and assess	End assessment
Foundation	Baselines		Assessments updated		Assessments updated	

Monitoring and Moderation Schedule

As part of our own quality assurance, the school engages in regular monitoring and moderation. This schedule is set out below.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Each half term a 2-week rolling cycle is followed: X2 weeks of observations X2 weeks of book looks X2 weeks of student voice		Each half term a 2-week rolling cycle is followed: X2 weeks of observations X2 weeks of book looks X2 weeks of student voice		Each half term a 2-week rolling cycle is followed: X2 weeks of observations X2 weeks of book looks X2 weeks of student voice	
Maths						
	Term 1		Term 2		Term 3	
Art	Half termly moderation/monitoring during teaching/professional times with a focus on specific SDP targets		Half termly moderation/monitoring during teaching/professional times with a focus on specific SDP targets		Half termly moderation/monitoring during teaching/professional times with a focus on specific SDP targets	
PE						
Drama						
Humanities						
PHSE						
WEX						
Science						

Staff training

When identified staff training on any new assessment systems or procedures will take place.

Policy Review

This Policy will be reviewed every three years by the the Deputy Head. Where appropriate this will include consultation with staff.

Samuel Croyle,

Deputy Headteacher

December 2022

Reviewed every two years