



**Reddish Hall  
School**

# Assessment Policy

## Assessment Policy

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# Assessment Policy

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## **Rationale**

We are currently within the greatest period of assessment change for many years. The introduction of both new programmes of study and new methods of assessment have brought with them challenges- but also opportunities. We recognise and acknowledge that, during this period of transition, it will take time to change and develop our assessment processes but, within this period, the commitment to deliver excellence for our students, set out within this policy, remains constant.

The process that we are working through will be ongoing. The need for assessment within the school to be flexible, adaptable and robust enough to meet the ever changing demands of the modern world, and ensure our students are prepared for a life within it, is the cornerstone of this policy.

## **Assessment Policy Statement**

This policy has been created to ensure that, at our school, we use assessment to:

- Give reliable information to parents about how their child, and the school, is performing
- Allow meaningful tracking of students towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- Provide information which is transferable, easily understood and covers both qualitative and quantitative assessment.
- Differentiate attainment between students of different abilities, giving early recognition of students who are falling behind and those who are excelling.
- Be reliable and free from bias.
- Help drive improvement for students and teachers
- Improve the quality of teaching.
- Ensure feedback to students contributes to improved learning and is focused on specific and tangible objectives.
- Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.
- Ensure the school is keeping up with external best practice and innovation.

## Assessment in Principle

At our school, our methods of assessment are underpinned by the principles set out, in February 2014, by the NAHT:

- 1) Assessment is at the heart of teaching and learning.
  - a) Assessment provides evidence to guide teaching and learning.
  - b) Assessment provides the opportunity for Students to demonstrate and review their progress.
- 2) Assessment is fair.
  - a) Assessment is inclusive of all abilities.
  - b) Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
- 3) Assessment is honest.
  - a) Assessment outcomes are used in ways that minimise undesirable effects.
  - b) Assessment outcomes are conveyed in an open, honest and transparent way to assist students with their learning.
  - c) Assessment judgements are moderated by experienced professionals to ensure their accuracy.
- 4) Assessment is ambitious.
  - a) Assessment places achievement in context against nationally standardised criteria and expected standards.
  - b) Assessment embodies, through objective criteria, a pathway of progress and development for every child.
  - c) Assessment objectives set high expectations for learners.
- 5) Assessment is appropriate.
  - a) The purpose of any assessment process should be clearly stated.
  - b) Conclusions regarding student achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
  - c) Assessment should draw on a wide range of evidence to provide a complete picture of Student achievement.
  - d) Assessment should demand no more procedures or records than are practically required to allow students, their parents and teachers to plan future learning.
- 6) Assessment is consistent.
  - a) Judgements are formed according to common principles.
  - b) The results are readily understandable by third parties.
  - c) A school's results are capable of comparison with other schools, both locally and nationally.
- 7) Assessment outcomes provide meaningful and understandable information for:
  - a) students in developing their learning;

- b) parents in supporting children with their learning;
  - c) teachers in planning teaching and learning.
- 8) Assessment must provide information that justifies the time spent;
- a) school leaders and governors in planning and allocating resources; and
  - b) government and agents of government.
- 9) Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

## **Assessment in Practice**

### **1. Assessment for Learning**

Assessment at our school is based on the recommendations established by the Assessment Reform Group. Assessment at our school is used:

#### **To foster motivation**

Students with significant educational needs have the greatest anxiety about the value of their achievement. Assessment should emphasise the progress students have made in terms that a student can both understand and appreciate. It should focus on the individual Student and their achievements rather than in comparison with others who may be of a different stage in their own learning. This should include feedback that is face- to- face and immediate. From this basis, a student is more likely to listen to constructive advice on how to meet the next challenge and so learn to take risks in a secure environment.

#### **To help learners know how to improve**

Students need explicit feedback on the steps that they are following and how to move along these steps. They need specific statements about their current strengths, but also the new skills and knowledge they might acquire to move to the next level.

Through this process, students will be able to plan ahead and so develop a longer term view about learners. They will develop from individuals enjoying a single process of learning to one of a continuous progress and achievement.

#### **To promote understanding of goals and criteria**

All students need to understand what is it that they are trying to achieve. Teachers need to tell their students what the point of a lesson is and what the expected outcomes will be so that they can judge if the planned goal has been achieved. In this way the student can become more autonomous in the learning process. At the same time, students need to exert their own influence on planning so that they can set goals in aspects that they value.

#### **To develop a capacity for self-assessment**

Students with additional learning needs have difficulty standing back and forming judgement about what have been done. They have a limited vocabulary to describe their actions and analyse the value of these actions. They also find it problematic to

use this information about past performance to influence future actions. All students need to reflect on how well they have done and why. They will be enabled to move towards greater independence as learners if they are more included in the process that judges how successful they have been.

### **To be part of effective planning**

There should be formal arrangements across the school and within each class for both the student and teacher to come together to gain information about progress being made. In this way it is more likely that future planning would be influenced by what has gone before and both teacher and Student will be more prepared for what is to come. These formal arrangements will make it clear how the Student is to take part, to receive feedback and to make their own contribution to future plans.

### **To use data to help students know how to improve**

The school has a target setting arrangement for all students which is used to determine the overall progress of students. The history of an individual's achievement is recorded on a profile sheet and each achievement is given a numerical value. The sheets are collated into year groups and the data is translated into trends in progress. Each subject leader analyses the data to predict expected outcomes. The Head or Assistant Head Teacher then use the information to set individual and whole school targets for improvement.

### **To focus on how students learn**

The process of learning has to be in the minds of both teacher and student. It is usually accomplished by establishing a variety of learning styles and incorporating them in their learning. Students are assessed and the assessment outcomes are shared with them.

### **To employ modern technology to provide feedback**

Assessment is a means of showing students what they say and do in the classroom. The more information they are given about past performance the more likely they are to have improved performance in the future. Many SEBD Students have difficulty recalling what they have learned and how they learned it. Capturing students work using visual means helps them to see what they have done and can refer to it anytime in future.

## **2. The Assessment Process**

- a) Upon entry to the school, transition reports, referral information, reading and spelling tests, the school's social, emotional and behavioural tracker and detailed individual assessments will all be utilised to compile a comprehensive baseline assessment of a new student's abilities, attributes, strengths and areas for development. The school's preferred baseline assessment tools include:
  - ✓ NC Letters and Sounds Phonics assessment
  - ✓ Lucid CoPS
  - ✓ Lucid LASS
  - ✓ Hodder number screening test

- ✓ Progress in Understanding Mathematics Assessment
  - ✓ Lucid Exact
  - ✓ Hodder basic number screening test
- b) Information obtained through the baselining process will be used to set challenging but realistic targets for progress over the remainder of the Key Stage. Students, teachers, parents and carers and Local Authorities will be informed of these targets and regularly updated on progress towards them.
  - c) Teachers and, where applicable, the school's SENCo will regularly assess students to analyse progress towards targets. These assessments will then be used to inform future planning and guide next steps of student development.
  - d) Students will be provided regular feedback by their teachers, regarding the progress they are making.
  - e) A report will be issued to parents and carers each term, outlining student progress towards targets. This progress will also be discussed in detail with all stakeholders at the student's annual review.

### **3. Marking Guidelines**

Students' work should be marked following the guidelines below:

- a) Students' work should be levelled and next steps indicated
- b) Students' strengths should be commented on and commended appropriately.
- c) Students' work should be marked discreetly using a black or blue (never red) pen.
- d) Work should be marked for both subject content and for literacy in all subjects.
- e) Ticks are used to indicate correct answers. Dots are used rather than crosses as these can be changed to ticks if the work is corrected at some point
- f) Where appropriate, a system of bubble and block can be used. Praise comments are outlined with a bubble, aspects for improvement are outlined with a block (these comments are always couched in positive terms). Bubbles always precede blocks and where possible bubble, block, bubble is aimed for.
- g) Wherever possible, marking is done at the time of completion with the student or talked through with students in order to offer further clarification and reinforce the praise and improvement aspects. For some students with little or no reading the marking serves to offer prompts for the adult as all marking will be verbally delivered usually at the time of completion
- h) Students should be given the opportunity from time to time to mark their own work and also, in the right circumstances, that of their peers.
- i) All work is notated as completed independently or completed with adult or teacher help. A note is also made when students have worked in groups. This aids the assessment process.

#### **4. Roles and responsibilities**

Acorn Care and Education will ensure that:

- it considers the advice of the Principal when approving this assessment policy and when setting statutory and non-statutory targets.
- progress towards annual statutory targets is monitored.
- it contributes to decision making about assessment within the school.

The Senior Leadership Team will ensure that:

- they have an oversight of assessment within the school.
- detailed assessment information is available on each student attending the school
- assessment data is monitored, analysed and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these.

Heads of department will ensure that:

- schemes of work include regular opportunities for developing assessment for learning and providing regular feedback to students;
- staff and students have access to, and discuss, portfolios and exemplars of work.
- teachers within their department monitor and moderate their summative assessments for consistency;
- they review the progress of different year groups (with reference to baseline assessment) with tests, assessments and examinations and adjust the curriculum in response to these findings;
- they look at the balance of time for different activities in relation to student performance and alter as necessary, for example time for coursework or for aspects of examinations;
- they keep abreast of developments within assessment;
- they maintain departmental records of assessments.

Teaching staff and learning support staff will:

- Recognise that *all* students can improve.
- Appreciate that good assessment is an essential part of the teaching and learning
- Demonstrate progress through reflection, dialogue and action planning;
- Be aware of the emotional impact of comments, grades and marks and give regular oral and written feedback that is positive and constructive, recognising achievements as well as being developmental, and that focuses on the work that has been produced, rather than on the person;
- Understand learner motivation by emphasising progress and achievement rather than failure and avoid comparison with others;
- Be clear about a learner's strengths and how to develop these, their areas for improvement and the next steps needed for them to make progress;
- Encourage independent learning by enabling students to take charge of their learning though developing their skills of reflection, self- assessment and their capacity to identify next steps;

- Praise progress and reward achievement through comments and the school's praise and reward systems;
- Recognise that assessment for learning should be used in all areas of educational activity and that it should enable all learners to achieve their best and have their achievements recognised.
- Make it fit for purpose, varied and use it to inform future planning and teaching.
- Advise on "next steps" in clearly explained accessible language and, where appropriate, set SMART target.
- Keep detailed records and regularly review students' base line data, their effort, attainment, strengths and areas for development, as well as their completion of classwork and homework, lesson attendance and lesson punctuality.
- Use their subject knowledge, records, departmental portfolios and all relevant criteria when making summative assessments about students.

Students will:

- be made fully aware of their current working levels and informed of the next steps in order to progress.
- agree target for progression with their teachers
- be treated as partners in their learning.
- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.

Parents and carers will:

- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be kept regularly informed about the progress their child is making, in line with the relevant section of this policy.

## **5. Recording and tracking**

Our school's preferred method for recording and tracking student assessment data is Classroom Monitor, an award-winning online interactive markbook used in over 1,500 UK schools. The system offers criteria for every subject from the National Curriculum, Assessing Student Progress (APP), Early Years Foundation Stage and P-Scales, and allows teachers to personalise the curriculum to meet their needs.

Teachers input data into the online markbook, which can then be extracted and presented in various different ways, to analyse information, generate end of term or year reports, or share student progress with parents and carers.

Each year group or class has its own area within the online markbook, consisting of student names and curriculum criteria to mark against. Students can be marked as 'red' (working towards the target), 'amber' (almost achieved the target), or 'green' (the student has met the target). Additionally, teachers can upload evidence of each student's work to the system, providing a record of assessments which can help with Ofsted inspections.

The data within the markbook can be analysed in a number of ways, with teachers able to drill down into any group and turn the relevant data into graphs, Excel spreadsheets and Word Documents.

## **6. Reporting**

Progress is demonstrated to parents at the end of each term via a progress report, detailing targets, previous and current working levels in each subject. At Key Stage 4, this report includes projected examination grades and student progress towards meeting expectations.

Each year, comprehensive Annual Review Meeting is held for progress to be discussed with parents and carers, alongside representatives from placing local authorities.

## **Appendix 1**

### **Controlled Assessment Policy**

#### **1. Principles of Controlled Assessment**

Coursework/Controlled Assessment is defined as work assigned to and completed by a Student during a course of study; it is evaluated as part of the Student's final grade in the course.

Coursework/Controlled Assessment will form an element of the assessment procedures in both the internal and the external assessment of students.

Ensuring the validity of the marks produced from Coursework/Controlled Assessment is vital in maintaining the integrity and reputation of this school in the assessment of its Students.

Each subject department is responsible for:

- developing, maintaining and implementing its own internal assessment procedures within the parameters of the whole school policy for Assessment, Recording & Reporting and these will be evidenced in ongoing departmental practice;
- implementing the procedures for setting, scheduling, marking, standardising, moderating and administering external Coursework/Controlled Assessment as regulated by the examination boards

#### **2. Roles and responsibilities**

The Senior leadership team:

- are accountable for the safe and secure conduct of controlled assessments
- ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- coordinate with heads of department/subject to schedule controlled assessments.
- map overall resource management requirements for the year. As part of this resolve:
  - clashes/ problems over the timing or operation of controlled assessments.
  - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- ensure that all staff involved have a calendar of events
- create, publish and update an internal appeals policy for controlled assessments.

Heads of department:

- decide on the awarding body and specification for a particular GCSE.
- ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- standardise internally the marking of all teachers involved in assessing an internally assessed component.
- ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching staff must ensure they:

- understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- supply to the exams office details of all unit codes for controlled assessments.
- obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to Students as the specification allows.
- ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- retain candidates' work securely between assessment sessions (if more than one).
- post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Exams Office Staff:

- enter Students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- enter Students' 'cash-in' codes for the terminal exam series.
- where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- on the occasions where controlled assessment cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

Special educational needs coordinator/additional learning support

- ensure access arrangements have been applied for.
- work with teaching staff to ensure requirements for support staff are met.

### **3. Procedures**

#### **1. Managing Coursework**

- a. Ensure Students are fully aware of the Coursework/Controlled Assessment task requirements by giving them the course specification and marking criteria;
- b. Provide the Students with copies of the published departmental assessment calendar;
- c. Provide standardised examples work from previous years or from examination board exemplars;
- d. Ensure that Students are fully aware of the Coursework/Controlled Assessment task deadlines and the procedures for marking, standardisation and moderation which will be carried out in school;
- e. Make Students aware of the Internal Appeals Procedure and the regulations concerning Academic Misconduct;

#### **2. Scheduling Coursework**

- a. Ensure Students are adequately paced in workload to complete the Coursework/Controlled Assessment tasks within the published timeframe, making sufficient progress at each of the deadlines outlined in the departmental assessment calendar;
- b. Help the Students manage their workload by reminding Students of the relative value of Coursework/Controlled Assessment versus examination work and to balance these in proportion

### 3. Departmental Marking of Coursework

- a. Mark all Coursework/Controlled Assessment within the timeframe published in the departmental assessment calendar,
- b. Throughout, the teacher should provide and retain written feedback on progress and standard to date. This may be evidenced electronically if submitted/maintained in this manner. Such feedback will be used as part of the appeals procedure where it is invoked by the Student or his Parent(s)/Carer(s);
- c. Provide the Head of Department with the Coursework/Controlled Assessment marks and samples within the published timeframe;
- d. Head of Department will retain a copy of all student marks and make these available to the relevant Head of Student Learning;
- e. Attend standardisation and moderation meetings as required by the Head of Department and carry out all agreed adjustments to Coursework/Controlled Assessment marks;
- f. Do NOT provide the Student with the final mark for the Coursework/Controlled Assessment, either before or after the internal moderation and standardisation procedures.
- g. Annotate final Coursework/Controlled Assessment according to examination board guidelines to highlight how marks have been achieved. This will be important if the work is examined within either the Internal Appeals Procedure or any subsequent procedure carried out by the examination board;

### 4. Coursework/Controlled Assessment deadlines

1. The deadline for Students is in two parts:
  - a. the submission date - when all Coursework/Controlled Assessment should be handed in by Students;
  - b. the final acceptance date – for those Students who failed to meet the submission date and after which no Coursework/Controlled Assessment will be accepted. The Student is given either a mark for any incomplete work submitted or a zero mark if no work is submitted.
  - c. In determining these dates, the Head of Department will consult with the teachers in his/her department and leave sufficient time for the marking, internal moderation, standardisation and administration;
  - d. All Coursework/Controlled Assessment should be handed in before or on the submission date;

2. If a Student fails to meet set deadlines without acceptable medical authorisation:
  - a. The teacher will inform the Head of Department;
  - b. The Head of Department will inform the Parent(s)/carer(s) about what has occurred;
3. No Coursework/Controlled Assessment will be accepted by the school after a reasonable date before submission of marks to the examination authority.
  - a. Time must be allowed for verification of the Student's work, through marking and moderation of work by the teacher and the department;
  - b. Failure to do so will mean that the school will award the Student either a mark for the incomplete work submitted or a zero mark if no work is submitted.

## **5. Disciplinary Procedures for Academic Misconduct**

1. Academic misconduct is defined as any attempt by Students to gain an unfair advantage in assessments. An allegation of academic misconduct may be made by a member of staff against a Student.
2. Academic misconduct may include though not be limited to:
  - a. Plagiarism- using others' ideas and words without clearly acknowledging the source of that information.
  - b. Falsifying or fabricating data -the misrepresentation of the results of experimental work or the presentation of fictitious results.
  - c. Collusion- two or more Students working together, without the prior authorisation of the subject teacher, to produce the same piece of work, and then attempting to present this as entirely their own work.
  - d. Copying- one Student copies work from another Student, with or without the knowledge of the first Student.
  - e. Any other wilful deception in any element of an assessment.
3. A Student who aids and abets a fellow Student to commit academic misconduct shall be deemed to have committed academic misconduct and will be dealt with accordingly.
4. When a case of suspected academic misconduct has been identified:
  - a. The teacher involved will collect the evidence and bring the matter to the attention of the Head of the Department. They will examine the evidence, interview the Student, consult with other staff and Students as appropriate and establish the nature and extent of the misconduct.

- b. If, as a result of this investigation, the Head of Department is satisfied that no academic misconduct has taken place, no further action will be taken against the Student.
- c. Where the Student admits to the academic misconduct, the Head of Department will decide the appropriate penalty in accordance with the relevant policy, taking account of the extent of the misconduct, whether wilful deception was involved and the extent to which the assessment would have contributed to the final award.
- d. The Student to repeat the assessment under the supervision of the Head of Department within a specified timeframe. Failure to comply will result in a zero mark.

## **6. Appeals Procedure**

- 1. The school is committed to ensuring that whenever its teachers assess Students' work, this is done fairly, consistently and in accordance with the specification for the qualification concerned. However, to meet the requirements of the examination boards an internal appeals procedure is available
- 2. An appeal may only be made against the process that produced the grade or mark to be submitted to the examination board and not against the mark or grade, i.e. where the Student or his parents believe that the procedures for managing, marking, moderating and standardising coursework have not been carried out within the procedures set out above
- 3. Internal marking, moderation and standardisation of coursework will always be conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity
- 4. When the coursework procedures have been carried out as described above, the Student has met the submission dates and final deadline and received appropriate feedback then the final mark should not be a surprise
- 5. Students will not have access to the final mark after internal moderation and standardisation has occurred and the mark is ready to be sent to the examination board
- 6. The marks submitted to the Examination Boards are subject to further external moderation and standardisation procedures and the final mark is decided by the Chief Moderator for each subject area
- 7. Access to coursework results will only occur after the examination results are provided by the relevant Examination Boards

## **7. The Internal Appeals Procedure**

If a Student believes that his work has not been treated in accordance with the procedures outlined above he may make use of the Internal Appeals Procedure.

1. Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in that examinations series
2. Appeals should be made in writing to the Headteacher, who will investigate the appeal. If, for any reason, the Headteacher is not able to conduct the investigation he may appoint another named person, providing they are not working within the departmental area involved in the appeal
3. This named person will decide whether the process used for the internal assessment conformed to the internal regulations, the requirements of the awarding body and the examinations code of practice of the QCA. This will be done before the end of the current examination series
4. If the appeal results in a change in the mark awarded to the Student or his fellow Students then the relevant examination board will be informed of the change and the reasons for it
5. The appellant will be informed in writing of the outcome of the appeal, including any correspondence with the examination board, any changes made to the assessment of the Student's work, and any changes made to improve matters in future
6. After a Student's work has been assessed and moderated internally it is moderated by the examinations board to ensure consistency between centres. Such moderation can change the marks awarded for internally assessed work, this is outside the control of the school and is not covered by the Internal Appeals Procedure
7. If a Student has concerns about external moderation, he should ask in the Main Office for a copy of the appeals procedure of the relevant examinations board

## **8. Monitoring, evaluation and review**

Acorn Care and Education will receive an annual report from the principal on:

- the standards reached in each subject compared with national and local benchmarks.
- the standards achieved at the end of each key stage taking into account any important variations between groups of Students, subjects, courses and trends over time, compared with national and local benchmarks.
- the number of Students for whom the curriculum was disapplied and the

arrangements which were made.

Acorn Care and Education will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.