

Assessment and Marking Policy



Written by: Becky Ffrench, Head of Secondary, Rachel Sebastino, Head of Early Years and Primary and Annette Smith, Head of Education and 6th Form

Date: 08.11.19, updated 08.11.2020, 11.03.2021, 18.11.2021

Approved by: Nicola Dodds, Principal

Date: 18/11/2021

Last reviewed on: na

Next review due by: 18th November 2022

Contents

- Rationale
- Our approach to assessment
- How assessment outcomes are collected and used
- Management and evaluation of assessment
- Reporting to parents
- Feedback to students
- Target Setting
- Ensuring teachers are able to conduct assessment competently and confidently
- Roles and responsibilities

Rationale

Effective assessment is key to the promotion of our students' learning and must be fit for purpose.

At Ingfield Manor we create an environment where assessment is integral to planning, teaching and record keeping ensuring high quality learning takes place. Formative assessment provides evidence to inform teaching and summative assessment provides information for stakeholders.

When considering assessment, it is important to bear in mind:

- Why students are assessed
- What the assessment is intended to measure
- What the assessment is intended to achieve
- How the assessment information will be used
- How the assessment is communicated to students

Different forms of assessment may serve different purposes for different people and organisations, including students, parents, teachers and support staff, school leaders, school governors, the Government and Ofsted.

Recording is the selection and retention of significant and relevant information on the students' experiences and achievements, including what the student knows and can do, and informs planning.

Reporting is the communication of significant and relevant information on the individual's experiences and achievements.

Our approach to assessment

We use **formative assessment** as a continuous process which is part of our teaching and learning cycle. The reason for this type of assessment is to inform teachers of what students have learned and the gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and foster motivation. Students should be active partners in the process, which should give them an understanding of what they need to do to improve. The most common forms of formative assessment used are:

- Questions and answers in class
- Ongoing observations of students
- Visible evidence of learning (completed tasks)
- Discussions between staff working with students
- Evaluation of lesson targets – self, peer, support staff and teacher

To support our individualised approach to learning, at Ingfield Manor we use ipsative assessment to enable each student to recognise the progress they have made personally. Ipsative assessment is used to set annual targets, linked to EHCP outcomes and broken down into termly objectives, which are further broken down into lesson targets.

Each lesson, three targets are set for students using our lesson proforma, which reflect the holistic ethos of the school:

- Lesson specific/cognitive
- Communication
- Gross or fine motor skills

Targets are shared at the beginning of each lesson and are available throughout the lesson for students/staff to refer to. Time is given at the end of the lesson for self, peer and staff evaluation of achievement towards targets, which is recorded on the proforma. Teacher's feedback includes the next steps the student needs to work on to enable them to continue to make progress.

All completed proformas are filed within the student's book/folder, together with annotated work products or photos relating to the lesson, to show the learning journey of the individual.

Summative assessment may take place at the end of a particular unit of work, at regular periods during the school year and/or at the end of it. This informs teachers of how well students have understood, retained learning and the progress they have made over a period of time. It can be used to inform the following year's teacher, to inform parents of their child's progress and attainment, or to inform school improvement. Examples of summative assessment are:

- Evaluation of termly objectives
- Recording assessment against objectives taught within each curriculum area
- Test results
- The Early Years Foundation Stage Profile is completed for pupils at the end of their reception year.
- Nationally recognised qualifications such as ASDAN, GCSE, Entry Level Certificates and Arts Award, which are conducted under the conditions set out by JCQ and as detailed in our Exams Policy.

We have created criteria (Ingfield Holistic Assessment System) to support advancement towards EHCP outcomes and provide a shared language in terms of progress. Progress is recorded on the assessment grids which breaks development into:

- Skills for Learning
- Communication
- Gross Motor
- English
 - reading – comprehension
 - reading – decoding
 - writing – composition
 - writing – spelling, punctuation and grammar
- Maths:
 - number
 - measurement and geometry
 - statistics

The assessment grids follow the student through the school and therefore show their achievements, their learning journey and the next steps for progress. When a student changes class, their new teacher has all the information needed to plan for progression and provide opportunities for overlearning as necessary.

How assessment outcomes are collected and used

All our students have Education, Health and Care Plans which set out their long-term outcomes. These are used to set annual targets, which are broken down into termly objectives, which are further broken down into lesson targets.

Each term, objectives are set and recorded in all EHCP areas of cognition and learning (including English and maths); social, emotional and mental health, physical development and communication. These are reviewed at the end of each term, with qualitative comments in response to the student's achievements and each objective being assessed as either being secure (s), working within (w) or emerging (e). When the student has not securely achieved a target, they will be given the opportunity the following term to revisit this in a more accessible way. The results of the termly objective evaluations are used to track student's progress.

The head of each department analyses the results to check the progress of individual students, classes and vulnerable groups. This information is discussed with teachers at student progress meetings each term to identify students who are not progressing as well as they should or exceeding targets. Results inform teaching for the term: under and over-achieving students are discussed, and effectiveness of any interventions are reviewed; where appropriate, additional plans are put in place. The progress of vulnerable groups of students, such as pupil premium or looked after children, is also reviewed at these meetings, as is the effectiveness of allocation of resources to support them.

General information in relation to classes and groups of students is discussed with the Senior Leadership Team and anonymous data is shared with Governors who are responsible for ensuring effective pupil progress.

Management and evaluation of assessment

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes.

All teacher assessment is triangulated with work scrutiny, lesson observation and planning scrutiny.

As a school, students' work, marking and assessment is moderated within departments, as well as the termly work scrutiny. Where available, the school takes part in external moderation.

Reporting to Parents

The learning objectives for each student in each subject area are shared with parents at the beginning of each term and a review of progress is reported to parents at the end of that term or start of the subsequent term.

Student progress and achievement is discussed with parents at the termly parents' mornings and through end of year reports. Parents are welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year and, in Primary and Early Years, to observe in lessons if requested.

Information on progress and achievement is reported at Annual Reviews.

Feedback to students

Feedback to students is the most important part of assessment and it is essential in order for students to make effective progress. Students need to understand what is expected of them, when they are achieving well and how they can improve their performance, which is facilitated via the use of the Ingfield lesson target sheets.

Using the Ingfield lesson target sheets, students are encouraged to comment on their own work and that of their peers and make suggestions for next steps in their learning.

The feedback can be verbal or written.

At Ingfield, due to the small class sizes, verbal feedback during the lesson plenary can be directed to the individual and is most meaningful if done in a way which clearly communicates progress and allows the student to communicate their own evaluation of their learning. This needs an element of pre-planning but allows immediate and effective feedback to be given to the student. Furthermore, due to the group ethos of Conductive Education, this time also provides an opportunity for the students to evaluate the achievements of their peers.

Written feedback is usually related to the lesson objectives, as set out on the lesson target sheet and, as well as recognising achievements, it is an opportunity to set next steps for learning.

Target Setting

Targets are set for individual pupils across the school. These are for curriculum subjects, as well as physical and communication.

Targets need to be:

- Specific**
- Measurable**
- Achievable**
- Realistic**
- Time related**
- Evaluated**
- Reviewed**

Wherever possible, students should be involved with the target setting process, identifying new targets and discussing ways to achieve their targets.

Ensuring teachers can conduct assessment competently and confidently

Assessment is discussed regularly at staff meetings and senior leadership meetings. Principles and the rationale behind the new assessment system are discussed at department meetings and student progress meetings. Teaching teams work together to moderate work, with more senior staff guiding new and less experienced teachers. Staff cross moderate with other schools where possible. The implementation of the marking policy is discussed regularly, along with the importance of responsive marking. All staff are aware of the importance of making assessment meaningful.

Roles and Responsibilities

Assessment Leader: Head of Education

- Update the policy in the light of DFE advice and requirements
- Lead the development of the assessment policy
- Organise staff training ensuring development of practice
- Develop and help monitor school assessment policy and practice
- Keep up to date with current assessment thinking and practice
- Ensure that assessment priorities are addressed in the School Improvement Plan
- Liaise with Heads of Departments regarding setting academic targets and analysing the evaluations of termly objectives.
- Assist Head Teacher with setting challenging whole school targets

Senior Leadership Team/Heads of Departments

- Monitor assessment practices, including marking and strategies used in lessons
- Lead whole staff moderation meetings in their departments
- Monitor consistency of standards across the school, through work scrutiny
- Carry out termly progress meetings with each teacher
- Analyse results and track information in their departments
- Advise staff of outcomes of assessment
- Monitors effectiveness of interventions

Class Teachers

- Make on-going assessments to inform their daily and weekly planning
- Setting and reviewing personalised lesson objectives and opportunities to provide evidence of learning
- Using and maintaining lesson proformas and books/folders of work.
- Make formal, **moderated** assessments termly
- Lead interventions where professional teaching skills are necessary
- Keep a record of students' achievements in line with this policy
- Report to parents
- Work collaboratively with dual-placement schools to enable Y2 and Y6 SATs when appropriate
- Use Assessment for Learning strategies in their lessons
- Give students guidance and feedback on their work so they know how to make progress.

Allocated Team Members

- Work collaboratively with professional team members to set termly targets for their ATM student within the area of physical development.
- Review progress against targets and keep a record of achievements
- Raise discussion during team meetings when a student is not making expected progress