



KINGS PARK SCHOOL

ASSESSMENT POLICY

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POLICY OWNER	HEADTEACHER
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SIGNED

HEADTEACHER

SIGNED

KPS CHAIR

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1. AIMS

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. LEGISLATION AND GUIDANCE

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Student Information) (England) Regulations 2005: schedule 1

3. PRINCIPLES OF ASSESSMENT

The purpose of assessment and marking within our School is to:

- Establish a clear baseline from which progress may be measured accurately.
- Recognise achievement and progression.
- Identify next steps for learning for the pupils.
- Provide accurate information on what each pupils can do and what gaps exist in their learning.
- Support planning for future educational accreditation.
- Identify specific learning needs which may require additional support and intensive recovery work.

INITIAL ASSESSMENTS

All pupils attending the school undertake a series of baseline assessments. Core subjects (English, Maths and Science) are assessed using standardised assessments. A group reading test is also undertaken along spelling testing. This information is moderated for accuracy through comparison with the referral levels and teacher observation of engagement during the testing process. Where it is felt that the pupil has made insufficient effort and the assessments do not reflect the true level of attainment, the

pupil is expected to re-do the assessment tasks if we feel this is acceptable and in line with the pupils SEMH needs.

Testing at all Key Stages is undertaken on a 1:1 basis over a period of one to two days based on an induction programme. The scores will be compared with any historic scores supplied from previous schools. Any discrepancies in results are highlighted and discussed. A decision will then be made to see if re-testing should happen before the pupil moves into their nominated class within the school.

All pupils will also have a pre-admission meeting which includes themselves and their parents / carers and is an opportunity for an initial observation assessment (SLT) to take place. The meeting allows discussions to take place about the presenting behaviours, barriers to learning and ability to access the curriculum. It is also the first point of contact in developing the relationship between home and school and sets the foundations for engagement, progression, and future planning.

COMMUNICATION

The purpose of assessment is to inform staff of the pupil's attainment levels and highlight gaps in learning. This then allows staff to plan effectively for teaching every individual pupil and providing suitable learning opportunities which will both challenge and aid progression.

Once testing is completed, the member of staff responsible for baseline assessment, adds this to the pupil tracking system. Prior attainment is obtained from the previous school and, where information is missing and cannot be obtained Baseline assessments will be used as primary data. This information is recorded on the Pupil Tracking Sheet / Pupil Asset. At KS3/4 we expect to see information on CAT scores where available, KS2 and KS3 results, current working Stage and predicted grades (KS4 pupils). For accuracy of prediction, schools are asked to provide grade predictions for GCSE based on the path the pupil is currently following where behaviour is a barrier to learning to ensure that progress measured reflects the impact of behaviour and attitude improvements too.

DIFFERENTIATION

The ability ranges of pupils attending The Kings Park School will be varied and broad. Where pupils display poor progress and sometimes lower levels than previously indicated due to their attitude to school, learning and significant periods of education missed due to poor attendance or frequency of time spent out of lessons (fixed term exclusions, isolation, internal truancy) support will be given.

One of the key roles of teaching and support staff in the school is to ensure that differentiation is in place to tailor each learning programme to the individual pupil. In some subjects this may mean that the pupil is following a personalised programme with teacher / TA individual input and in others the class are being taught as a group with differentiation by outcome or through personalised resources and tasks. All pupils access learning pathways based on the needs identified in their EHCPs. Teaching staff plan lessons around previous learning and initial assessments as well as regular monitoring of progress. It is expected that all lesson plans will indicate how teaching and learning has been differentiated to promote individual progress.

HOW FEEDBACK IS GIVEN

Feedback is given to pupils at every opportunity. Verbal feedback is given in lessons on both a 1:1 basis and through mini-plenary and in a summing up of learning and progression at the end of each session.

Baseline assessment information is shared with pupils as well as progress data when testing is repeated at the end of each term.

Teachers are responsible for regularly marking work and providing feedback on what each pupil has achieved and what they need to do next to move onto the next level. Pupils are involved in this process through discussion and next steps identified.

TARGET SETTING AND ASSESSMENT FOR LEARNING

Targets for behaviour and learning (if targets exist a review will be made to ensure they are appropriate) are set after the initial informal meeting where the information from the baseline testing and initial observations is combined with the EHCP (Education Health Care Plan) and a collective decision is made on individual targets by the Teacher and TA with support from SLT and where necessary after consultation with parent / carer and pupil. These targets are then broken down into small steps and monitored weekly through the EHCP tracker system. Behaviour and potential presenting risk is also discussed in the initial informal meeting and a Positive Handling Plan agreed to reduce risk and highlight behaviour management strategies for staff working with the child or young person if required.

FREQUENCY OF MARKING

It is expected that all finished work is marked between lessons so that pupils obtain timely feedback on their learning. Where possible, work should be marked with the pupil so that no learning opportunity is missed. The minimum expectation is that all work is marked at least once every week. SLT will ensure book scrutiny effectiveness of marking /feedback for learning.

4. ASSESSMENT APPROACHES

At Kings Park School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

- In-school formative assessment

Effective in-school formative assessment enables:

- Teachers to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- Parents to gain a broad picture of where their child's strengths and areas for improvement, and what they need to do to improve
- In-school summative assessment

Effective in-school summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching.
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period.

NATIONALLY STANDARDISED SUMMATIVE ASSESSMENT

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil's cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally

- Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage (KS) 4

5. MARKING / FEEDBACK

Teachers will use (name of colour) pen when marking or making written feedback comments. Pupils' responses, corrections or next steps will be added in (name of colour) pen.

Teachers will provide pupils with the opportunity to read and respond to the feedback given on their learning, supporting them to celebrate their achievements and understand their next steps.

Verbal feedback and marking where possible be during the learning session where research shows that it is more effective.

Kings Park School staff will work together to develop an effective and consistent Marking Feedback pro forma for guidance. Staff will share this with pupils to ensure they understand all symbols and meanings. Staff will use this consistently across the school.

For example Marking maybe be carried out using the following statements: Progress Made (PM) – will show the progress made by the student in the work completed. Next Steps (NS) – will show the next steps for the students to achieve to build on their knowledge. Use of smiley stamps and pupil self-assessment will be used.

Marking will be carried out regularly, with written feedback being provided in all learning where required. Misconceptions will be addressed. Where required, teachers will provide additional tasks and questions to further assess pupils understanding or to move their learning on further.

Marking and assessment for external examined/moderated agencies will meet the criteria set by the relevant awarding body.

6. COLLECTING AND USING DATA

Assessment data will be recorded and shared with all relevant stakeholders by the class teacher initially and then by relevant Senior Leaders.

Data collected will be shared at relevant parent meetings and/or during the review cycle of a pupils EHCP

Data collection and use will be limited to only those that are relevant to individual pupils.

7. REPORTING TO PARENTS

Three Parent consultations will take place across the school year. These meetings will focus on curriculum and what pupils can do and how they can improve. Curriculum objectives / targets will be shared so parents/ carers can support learning at home if needed.

ANNUAL REVIEW

This meeting will focus on the progress towards the outcomes on the Education, Health and Care Plans (EHCPs). Kings Park School will use the Autism Education Trust Framework to monitor progress and other developed templates that can show all progress regardless of how small the steps are. These meetings will be chaired by a member of the SLT and or SENCO.

8. INCLUSION

The principles of this assessment policy apply to all pupils.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

9. CONTINUOUS PROFESSIONAL DEVELOPMENT

Staff will be kept up to date with developments in assessment research and practice, and they will be able to develop and improve their practice on a regular basis through internal moderation activities and external moderation opportunities with like settings. Staff will review the assessment and marking feedback regularly to ensure it continues to impact pupils outcomes.

10. ROLES AND RESPONSIBILITIES

Support and Challenge Directors (SCD) responsible for:

Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students.

Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.

HEADTEACHER

The headteacher is responsible for:

- Ensuring that the policy is adhered to.
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement.
- Reporting back to staff and SCDs on all key aspects of student progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities.

TEACHERS

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment research and practice
- Analysing data to ensure gaps in knowledge are addressed and consolidated
- To report to the SLT and SCD where required.
- To feedback to Parents / Carers on progress of pupils across the academic year

11. MONITORING OF PROGRESS

This policy will be reviewed annually by the Senior Leadership Team and staff team . At every review, the policy will be shared with the Support and Challenge Directors (SCDs)

All teaching staff are expected to read and follow this policy. Senior Leaders are responsible for ensuring that the policy is followed.

The SLT is responsible for Curriculum Assessment and will monitor the effectiveness of a moderation, to ensure consistency of expectations, lesson observations, / learning walks, book reviews and/or student progress meetings.

The school also operates a Monitoring Calendar which includes a series of lesson observations and work scrutiny sessions to monitor the teaching and learning and to set standards for progression.

12. LINKS WITH OTHER POLICIES

This assessment policy is linked to:

- Curriculum policy
- Teaching and Learning policy