

THE ROSEWOOD SCHOOL

Assessment Policy 2017-2018



Staff Responsible

Mrs S Lovell

Policy Date –

September 2017

Review Date –

September 2018

Description of school

Rosewood is an urban special school for boys of secondary age who have emotional and behavioural difficulties. Pupils are drawn from all over the borough and reflect a wide social mix and very varied family backgrounds.

Assessment

There are different types of assessment, each serves a different and distinct purpose and each has its place.

Formative Assessment

Formative assessment happens all the time in the classroom. It is rooted in self referencing; a pupil needs to know where they are and understand not only where they want to be but how to 'fill the gap'. This involves the teacher and pupil in a process of continual reflection and review about progress.

When teachers and peers provide quality feedback, pupils are empowered to take appropriate action. Teachers should adjust their plans in response to formative assessment.

Summative Assessment

Summative assessment is carried out at the end of a unit, year or key stage, or when a pupil is leaving school, in order to make judgements about pupils' performance relation to national standards. Teacher Assessments although rooted in level descriptions will be given a numerical value. Opportunities will be given, and should be sought, to standardise and moderate both within school across curriculum areas and outside of school, either with other schools or in relation to national criteria. Teacher assessment is a valuable part of the data held and used for management purposes and is also of value when making formative judgements.

We believe that formative assessment is the key factor in raising standards.

Central to assessment for learning is that it:

- is embedded in the teaching and learning process of which it is an essential part
- shares goals with pupils
- helps pupils to know and recognise the standards to aim for
- provides feedback which leads pupils to identify what they should do next to improve
- has a commitment that every pupil can improve
- involves the teacher and pupils reviewing and reflecting on pupils' performance and progress
- involves pupils in self assessment

The following is an indication of what good formative assessment involves.

You will find evidence of formative assessment in: **Plans with**

- emphasis on learning intentions and sharing them with pupils and other adults in the classroom
- assessment criteria for feedback and marking, self and peer assessments
- differentiated work.
- review time and flexibility built in
- annotations with notes of pupils to focus on because they need additional / consolidation work
- use of guided group sessions for explicit formative assessment opportunities
- use of partner work.
- adjustments highlighted / crosses out – what did / not work and why
- higher good questions recorded that really reached pupils' understanding / misconceptions
- events that showed unexpected outcomes.

Teachers who are

- using a wide range of knowledge of pupils and why they make mistakes, making judgements about why and about next steps/interventions
- sharing learning intentions with pupils using them to give feedback / mark work / rewards
- demonstrating a reflective approach to teaching and learning and building in review time for themselves and their pupils
- encouraging pupils to take responsibility for their learning by providing opportunities for pupils to describe their response to learning intentions or targets, the strategies they use and the judgements they make in relation to their progress
- 'modelling' a variety of skills / attitudes / standards / qualities for pupils
- analysing pupils' performance in tests and using the information for future learning plans
- feeling confident / secure in classroom practice.

Pupils through:

- changes in their attitudes to learning – motivation, self-esteem, independence, initiative, confidence
- changes in their responses to questions, contributions to plenaries, explanations and descriptions
- changes in their performance – their attainment improves
- questions they ask
- active involvement in formative assessment processes eg. self / peer assessment, recognising progress in their written work / skills / knowledge / understanding, target setting.

School ethos which

- values attitudes to learning with trusting relationships
- encourages and builds self-esteem
- uses value-added data
- provides support / guidance / appropriate training opportunities
- manages change well and includes maintenance systems
- encourages review and self-evaluation at individual, subject and school level.

Marking Policy

Marking will be used to:-

1. Inform pupils how well they have performed.
2. Inform pupils what they can do to improve their standards of work in the future.
3. Advise staff of pupils' abilities and progress and to inform future planning - as part of the assessment, planning and review cycle.
4. Be part of teachers' evaluation of their teaching.

Our pupils present a wide variation of attitudes to assessment. All of our pupils are competitive and/or lack self-esteem; a less than anticipated result may prove destructive. It may prove difficult to motivate certain pupils if their work is consistently poor; equally we must be truthful to our pupils. We must be realistic in our assessment both in relation to the pupils' own performance and national norms. The teacher should be a sensitive and positive marker.

All pupils need constant re-enforcement and feedback on their achievements and progress.

Marking Work

1. Work will be marked in a green pen.
2. Work must be marked at least within the week that it is completed and at best during lessons as it is being done or immediately it is completed.
3. A comment needs to be passed verbally or in writing for every piece of work, stating clearly the good parts, why they were good and weaker parts, together with what can be done next time to make it better, marking for improvement.
4. The key written comments need to offer encouragement and be motivating, can be personal to the range of abilities and can include grade statements such as "this would be a 5 at GCSE, to work at the next grade you need to..." or "this is assessment stage 4 work, to move forward you need to..."

5. Wherever possible, marking should take place along side the pupil. The dialogue that naturally occurs between pupil and teacher can prove to be a powerful motivator and allows the pupil to become more self-critical about their work. This process enables the pupil, in a supportive atmosphere, to give and receive comments related to their work, without conflict.
6. Whilst marking, attention should be given to the good presentation and literacy skills.
7. Marking should be focused on one, or at most two, targets on each piece of work. Speaking and listening could also be commented on.
8. Teachers may use marking to encourage redrafting skills, an activity which many of our pupils are reluctant to do.

Positive Reinforcements

In addition to positive written or verbal comments there are several ways in which the teacher may show a pupil that his work is valued.

- 1 A curriculum merit may be given at the end of the lesson, which links to school reward system and behaviour policy.
- 2 As part of the close working of home and school, the teacher may make a telephone call home to relate success to parent or carer.
- 3 Pupil work may be used as part of a wall display.

ASSESSMENT AND MARKING GUIDELINES

Marking

At least each week a mark will be entered for each pupil, the mark will reflect the pupil's efforts for that lesson or lessons that week. Each pupil's work will receive two marks, one number, one letter. A mark will be recorded even if the pupil has not produced written work that lesson or week, speaking and listening, debate, etc. Pupils' books will also contain a written comment.

Letters for effort

A – I have worked hard and to the best of my ability

B – I have worked well, but might have tried harder

C – I have not put much effort in to this work

Numbers for achievement/completion

1 – Most of my work is completed.

2 – Some of my work is completed.

3 – Little of my work is completed.

A written comment, and verbal feedback, are important factors to improve performance and motivate pupils as stated above. It would be expected that pupils' work will be marked in a sensitive and constructive way. Comments written or spoken should;

- direct pupils to ways in which their work can be improved
- confirm their improvement and encourage
- confirm their understanding
- suggest alternative strategies or methodologies.

Assessment

Pupils will be assessed at Curriculum standards regularly. Each subject will judge the performance of each pupil at least every term, this maybe at the end of a discrete unit if the subject is delivered in units, however it will take place at least once a term.. Part of this judgement will be made on the basis of performance of a task, discrete from their normal subject curriculum. For Year 9, 10 and 11 it maybe part of externally accredited test, examination or achievement i.e. examination work.

A mark will be entered in the teacher's record book, that indicates performance at Curriculum assessment stage for each pupil taught. This will also be entered on to Progress tracker database. The mark will contain two elements, one number and one letter.

Numbers in line with Curriculum assessment stages 1,2,3 etc. A letter which will indicate, A has a sound grasp of this level and is almost at next level, B has a sound grasp of this level, C has just started to work at this level. The Mark will record in the following way 1A,2B,3C

etc. Pupils who are being entered for an externally accredited examination may have their levels assessed and recorded in the manner and format required by the examination specification and board.

The performance of pupils will be reviewed and monitored in a variety of ways. There is an annual Parents Evening when parents, carers and pupils are invited into school to discuss their academic and behavioural targets, IEPs, EHCP's and annual reviews. The recording, monitoring and review of behaviour is dealt with in the relevant policies.

Parents will receive an annual report at the end of the summer term and school are working to implement termly reports to parents during autumn and spring terms

Pupils entering Rosewood School, whether at year 7 or at any other time, will be involved in a comprehensive induction process where time is given to visits of pupils, parents and carers and information gathering regarding the academic, social, cultural, medical and behavioural need of the pupil.

On arrival baseline testing is carried out, this is used to inform us regarding academic ability, literacy, reading, numeracy, comprehension, learning styles etc. The exact nature of these tests will depend on the information that is already known regarding a pupil and the professional judgement of staff.

Homework is set, as laid out in the homework policy, to assess pupils knowledge