



TWO RIVERS
HIGH SCHOOL



Assessment Policy

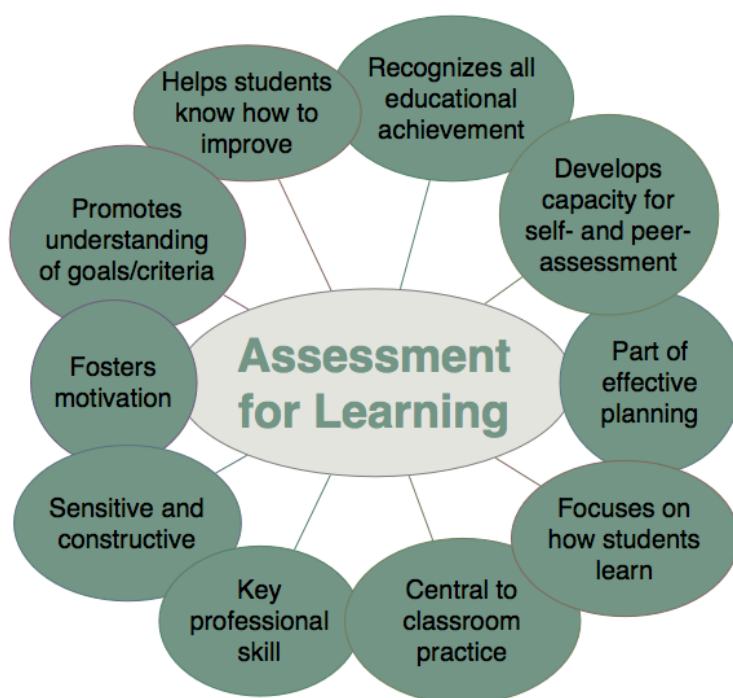
Two Rivers School

Rationale

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback about learning is given to all students this helps learners to understand their own steps to success, celebrate achievements and invest in their own improvements. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents through annual review meetings, at termly learning conversations and with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our students.

Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information guides strategic planning. Analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.



Purposes

The purpose of assessment at Two Rivers Schools is to provide information: -

- For students to demonstrate what they know, understand and can do in their work.
- To help students understand how well they are doing and what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
- To provide the pupils' next teacher with information, this will ensure smooth transition and promote continuity and progression across the school.
- To provide receiving educational settings with information to ensure the child's swift transfer and continuous progress.
- To provide the Headteacher with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide key stage leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their key stage.
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- To provide governors with information on the school's performance to aid their monitoring procedures.
- To provide regular information for parents/carers to enable them to support their child's learning.
- To provide parents/carers with information about the performance of the school.

Responsibilities

Headteacher

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To ensure that statutory requirements are met.
- To monitor and evaluate the policy in practice.
- To manage the whole school data systems.
- To keep up to date and inform staff about latest information and requirements.
- To develop the procedures for pupil progress meetings/learning conversations in reference to Achievement for All.
- To inform governors about the school's performance on at least a termly basis.

Senior Management Team/Assessment Coordinator

- To have a clear and detailed understanding of what the assessment information means about the school's performance.
- To utilise assessment information to raise standards at a whole school level.
- To aid in the identification of students for intervention work and share this with the key stage leaders.
- To collate and analyse assessment data using SOLAR, and other school data collection tools, and utilise the information to support school improvement and thus raise standards at a whole school level.
- To inform governors about the school's performance on at least a termly basis.

Key Stage/Phase Leaders/Middle Leaders/Subject Leaders

- To utilise assessment information to inform them of the effectiveness of practice within their key stage/year groups/subjects and to use this information to raise standards through setting intervention groups.
- To lead student progress meetings/learning conversations.
- To collate and monitor the key stage progress – ensuring targeted learning steps are small and measurable.
- To advise colleagues on assessment and recording in their subject.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.
- To be available to support annual reviews and parents' evenings for their year groups at High School.
- To identify whether students are on the correct pathway.

Class Teachers

- On medium term plans, identify differentiated learning objectives to be assessed Lesson skills are linked to a learners individual SOLAR progress.
- To set individual learning targets for all students each term.
- To carry out ongoing formative assessment in accordance with this policy; through Cold Tasks and Live Marking & Feedback strategies at the High School.
- To carry out summative assessments on a termly basis and record within the school's appropriate assessment tool. At the High School, this can be in the form of Hot Tasks (repeating / extending a Cold Task), a teacher constructed set of questions, project or other (subject specific), SLT authorised assessment task.
- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments to subject leaders for assessment moderation.
- To ensure manageable records are kept; pupil progress is promptly submitted to SOLAR
- To follow the assessment practise outlined in the Two Rivers School Assessment Booklet.
- To write reports for and support the annual reviews for their class students.
- To collect and record work in subject books.

Principles

The principles of assessment at this school are: -

- To feedback to students about their attainment and progress, being specific about what students have done well and what they need to do next on an ongoing basis.
- To involve students in their own assessment. (See our self-assessment for Primary/Secondary). Live feedback and marking are an essential part of this principle.
- To keep manageable records.
- To keep parents/carers informed about their child's achievements and progress and support them to help their child in a range of holistic ways, to make progress that is meaningful to them.
- To keep governors informed about what the assessment information says about the performance of the school.

The Assessment Cycle

Assessment is an integral part of teaching and learning. This process is performed in both mid-term and short-term planning. Short term planning consists of lesson by lesson assessment which informs the teacher and student of their progress and what areas need particular attention in future lessons. Mid-term assessment is measured against termly targets (subject specific on SOLAR). Student, class and whole year progress is analysed.



Ongoing Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping students to know what they have to do to make progress. We endeavour to achieve this by:-

- Informing students of the learning objectives and success criteria each lesson and ensuring this is recorded in exercise books.
- Questioning throughout the lesson in order to judge student understanding.
- Observations – often by Teaching Assistants either focussed or interactive, but always recorded or shared with other members of the staff team.
- Providing regular opportunities to review learning against the success criteria throughout the lesson.
- Involving the students in peer and self-assessment by setting student targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.
- Planned assessment against learning objectives in medium/short term planning.
- Displays which celebrate achievement and progress.

- Feeding back to students on an ongoing basis both verbally and in writing matched to the stage and the individual needs of the student.
- Focussed feedback using individual learning objectives and success criteria.
- Sampling students' work as a regular part of our teaching.
- Using assessments and feedback from marking to inform the next stages of learning and planning.
- Ensuring mock examinations are completed for subjects which are formally accredited.
- Teachers regularly work with all groups of students to ensure expert input; even where there is a 1:1 or specific TA support.

Termly Summative Assessments

Assessments of students' levels are carried out on a termly basis in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify students who need to be targeted for intervention and to set the focus of discussions in learning conversations.

- Assessments are carried out using Tapestry in Nursery and Reception.
- The Cherry Garden Branches is utilised to assess students in Reception, and their branch progression are recorded in July – to aid transition into Key Stage 1.
- In KS1 - 2, use Endeavour Steps assessment continuum (1-18) are carried out in all subjects.
- Students who are working below Endeavour Steps are now assessed on the Cherry Garden Branches and Engagement scales at Two Rivers Primary. This is recorded onto Tapestry.
- At Two Rivers High School, Discoverers students are assessed using skill criteria from the EQUALS Curriculum; this is streamlined to the TR Levels and aligned with the Wilson Stuart Conversion Grid.
- All assessment at Two Rivers High School is recorded on SOLAR and all subjects have a set of specific skills, sequenced using TR Levels.
- Where learners are on an Entry Level or GCSE pathway, subjects have specific skills, aligned to subject specifications or the National Curriculum, that are also summatively assessed using SOLAR.

Data Analysis

- The Headteacher, SMT and Assessment Co-ordinator utilise the assessment data to carry out an analysis of progress each term. This information is utilised to inform the:-
 - Student Progress discussions within Senior Leadership.
 - School Self Evaluation.
 - Yearly data report to the Chair and Vice Chair of Governors.
 - School Development Plan.

Student Progress Meetings/Learning Conversations

- These are held on a termly basis and are attended by the class teacher and a parent. These meetings can be part of Parents Evening.
- Prior to the meeting the Assistant Headteachers (Key Stage/Phase/Middle Leaders) have reviewed the attainment of the students against their previous IEP targets (IEP Targets are taken from a learners Education and Healthcare Plan). Leaders work closely with the class teachers to help create ideas for the next IEP targets – to ensure aspirational attainment is pursued.
- The focus of the student progress meetings/learning conversations is:-
 - Set targets for all students that require support and devise plans for how these targets will be achieved.
 - To engage the parents/carers in the planning for progress of their child. To ensure that parent/carer's views are heard and any home support needed is identified – with clear learning strategies.

Marking and Feedback

Marking and feedback is used to raise achievement, set targets and help students to improve. Marking and feedback should inform students about what specifically they have done well and the next steps to take. This is collated in the student's individual books or other records of learning. *For detailed information see the Teaching and Learning Policy and the Marking Policy documents for each school.*

Recording

- A whole school recording system is used which is manageable and purposeful.
- Assessment data is recorded centrally on the SOLAR system and our own tracking database.

Assessment Moderation

- Subject moderation meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices.
- Assessment moderation is also carried out by subject leaders with subject leaders of other schools in order to ensure consistency in our levelling using the Endeavour Steps levels and that bridging to the TR Levels for transition from Primary to Secondary, is explicit and accurate.
- Primary School and High School are working together for Year 6, 7 and 8.
- Subjects have been working collaboratively across the MAT which will include moderation.

Monitoring and Evaluation

- The Headteacher and Leadership Team will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, students and parents/carers, sampling students' books and reports, lesson observations, learning walks and sampling teachers' planning.
- At both schools, Literacy, Maths and other paid [\(TRH\)](#) Subject Leaders, as well as SMT, carry out monitoring on a termly basis and will carry out assessment moderation, work trawls and monitor planning as part of this process.
- Over the academic year all subjects at Primary School are monitored through Deep Dive.
- Foundation Subject Leaders will look at assessment practices within their subject as part of their annual monitoring of their subject.
- All staff members will attend the in-school moderation groups for all subjects taught at Two Rivers School.

National Accreditations and Tests

- In Key Stage 1: Year 1 students who are able to, undertake the Phonic Screening Test. These results are shared with parents/carers. Students who do not pass this test resit in Year 2.
- In Year 2 the students at the required level undertake the end of key stage test which is optional.
- In Key Stage 2 Year 6 students at the required level undertake the end of key stage test in English and Maths.
- Year 4 students at the required level undertake the Multiplication Tests.
- In Key Stage 3, some pupils will take Entry Level qualifications, at a pre-cursor level, in preparation for deeper study at KS4.
- In Key Stage 4 students take a range of nationally accredited courses including Entry Level, English, Maths, Science, PE, GCSE and AQA Unit Awards.
- In Key Stage 5 students take a range of nationally accredited courses including Entry Level Pathways, Functional Core Skills, PSHE, GCSE and AQA Unit Awards.

Reporting to Parents/Carers

Reports to parents/carers are given verbally at Parents' Open Evenings along with written information on the students' attainment and their targets at structured learning conversations termly. A comprehensive written report is provided at the end of the summer term. At Primary and High this happens three times a year.

The reports are written in a clear, straightforward manner and are personal to the child. They inform parents/carers of: -

- How their child is performing in relation to their past achievements.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.
- Whether their child is happy, settled and behaving well.

An Annual Review meeting is held each year to monitor the attainment and progress made against their Education, Health and Care Plan – this meeting is held with parents/carers and other professionals.

Transition and Transfer

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (Between classes, key stages and schools). This ensures that students have the maximum opportunities to achieve.
- Transition meetings are held between class teachers and with the feeder school at the end of Year 6.
- When students move schools, information is sent through the CTF (common transfer file).
- At Post 16 a Career's Day is held at school where students, parents and carers meet a variety of college tutors. For more information please refer to the High School's Careers Policy.

Base Line Assessments

- As a new student arrives at Two Rivers School, class teams work initially from their transferred data information to group the student and plan learning.
- After a four-six weeks transition/settling in period the subject teachers in the core subjects and PHSE carry out a baseline assessment from information gained in this school setting about the student.
- This baseline information is recorded, on SOLAR and becomes their entry level into Two Rivers – this level is moderated as a key stage group and new targets for achievement are set.
- Key points of baseline assessment at Two Rivers are:-
 - At the beginning of reception (Using Tapestry documentation).
 - At the beginning of Year 1 – where students become assessed by the Endeavour Steps Levels.
 - At the beginning of Year 7.
 - When new students transfer into Two Rivers in any year group.

Equal Opportunities

Equality of opportunity is a fundamental right for all students regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all students and of all groups of students.
- We carry out data analysis of student performance identifying areas of development for all students and groups of students, comparing their progress with national expectations and are committed to taking action where underachievement is identified.
- We recognise and value all forms of achievement.