



# TWO RIVERS SCHOOL

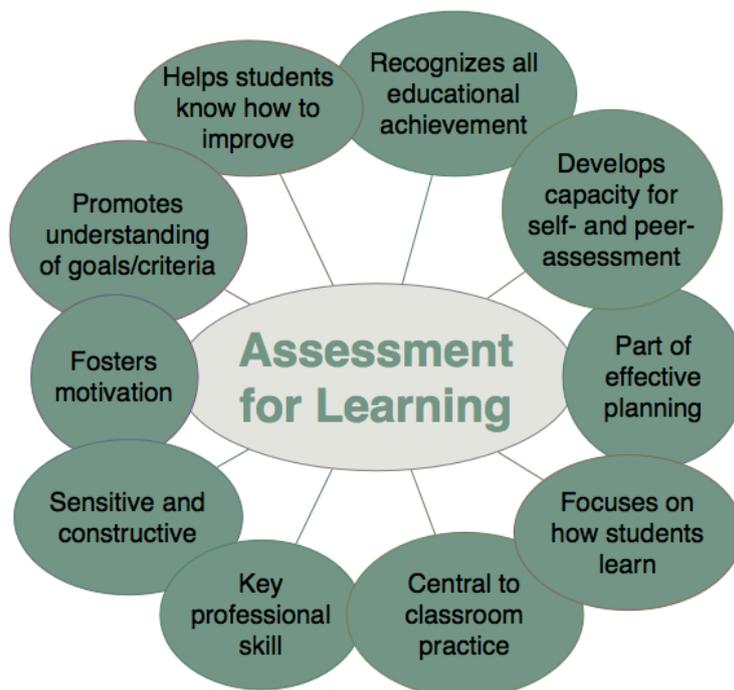
## ASSESSMENT POLICY

### 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 is given to students on their learning; this helps them to understand how to be successful, what they have achieved and what they need to do to improve further. 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 then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.



## **Purposes**

The purpose of assessment in our school 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 Executive Headteacher and Head of School 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 to enable them to support their child's learning.
- To provide parents with information about the performance of the school.

## **Responsibilities**

### **Head of School**

- 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 on 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 pupils 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**

- To utilise assessment information to inform them of the effectiveness of practice within their key stage/year groups and to use this information to raise standards through setting intervention groups.
- To lead pupil 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 lead the annual reviews for their Year groups at High School.

### **Class Teachers**

- Identify differentiated learning objectives to be assessed on medium term plans.
- To set individual learning targets for all pupils each term.
- To carry out ongoing formative assessment in accordance with this policy.
- To carry out summative assessments on a termly basis and record within the school's appropriate assessment tool.
- 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.
- 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 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 the pupils 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)
- To keep manageable records.
- To keep parents informed about their child's achievements and progress and enable them to help their students make further progress.
- 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. 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 pupils of the learning objectives and success criteria each lesson.
- Questioning throughout the lesson in order to judge pupil 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 pupil 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 pupils on an ongoing basis both verbally and in writing matched to the stage and the individual needs of the pupil
- Focussed marking using learning objectives and success criteria
- Sampling pupils' work as a regular part of our teaching.
- Using assessments and feedback from marking to inform the next stages of learning and planning

## **Termly Summative Assessments**

Assessments of pupils' 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 pupils 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 Foundation Stage Profile is utilised to assess pupils in Reception, and their P levels are recorded in July – to aid transition into Key Stage 1.
- In KS1 - 3, use Wilson Stuart P level assessment continuum (1-18) are carried out in all subjects.
- Staff who teach children up to Year 8 ensure that assessment information is recorded on SOLAR at the end of each term and this assessment information is used to measure progress against targets. The progress of our more sensory students at High School is also recorded on SOLAR.
- In Year 9 and 10 most students follow Entry Level Maths, English, Science and PE which is tracked on the schools internal tracking system.
- In Year 11 onwards a variety of accredited courses are covered and progress is tracked using our own internal system.

## **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 :-
  - Pupil Progress discussions within Senior Leadership,
  - School Self Evaluation,

- Yearly data report to the Chair and Vice Chair of Governors
- School Development Plan

### **Pupil Progress Meetings/Learning Conversations**

- These are held on a termly basis and are attended by the class teacher and a parent.
- Prior to the meeting the Assistant Headteachers (Key Stage/Phase/Middle Leaders) have reviewed the attainment of the pupils against their previous IEP targets. Worked closely with the class teachers to help create ideas for the next IEP targets – to ensure aspirational attainment is pursued.
- The focus of the pupil progress meetings/learning conversations is:-
  - Set targets for all pupils that require support and devise plans for how these targets will be achieved.
  - To engage the parents in the planning for progress of their child. To ensure that parent'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 pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. This is collated in the student's individual progress folders. *See the Teaching and Learning Policy for detailed information.*

### **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 Wilson Stuart P steps.
- Primary School and High School are working together for Year 6, 7 and 8.

### **Monitoring and evaluation**

- The Head of School and Leadership Team will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.
- Literacy and Maths Subject Leaders, as well as SMT, will carry out monitoring on a termly basis and will carry out assessment moderation, work trawls and planning scrutinise as part of this process.
- 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 pupils who are able to, undertake the Phonic Screening Test. These results are shared with parents. Pupils who do not pass this test resit in Year 2.
- In Year 2 the pupils at the required level undertake the end of key stage test.
- In Key Stage 2 Year 6 pupils at the required level undertake the end of key stage test in EL, English, Maths, Science and PE.
- In Key Stage 4 students take a range of nationally accredited courses including Entry Level, English, Maths, Science, PE, INGOTS and ASDAN.
- In Key Stage 5 students take a range of nationally accredited courses including Entry Level Pathways, Functional Core Skills, PSHE, INGOTS and ASDAN.

## **Reporting to Parents**

Reports to parents 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 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 the child is happy, settled and behaving well.

An Annual Review meeting is held each year to monitor the attainment and progress made against their statement of special educational needs – this meeting is held with parents 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, carers meet a variety of college tutors.

## **Base Line Assessments**

- As a new pupil arrives at Two Rivers School, class teams work initially from their transferred data information to group the pupil and plan learning.
- After a two – four week 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 pupil.
- This baseline information is recorded, on SOLAR or our internal database depending on their Key Stage or Need, 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 pupils become assessed by the Wilson Stuart P steps.
  - At the beginning of Year 7.
  - When new pupils 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 pupils and of all groups of pupils.
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified.
- We recognise and value all forms of achievement.

Written:	January 2017
Accepted by Governors:	February 2017
Reviewed:	Spring 2019
Next Review:	Spring 2020