



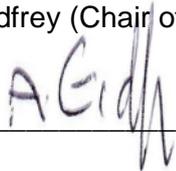
Assessment and Marking Policy

Policy Version Control

Version history see Annex A errata for details

Version No.	Policy Author	Date Updated	Review Date
1	C Bell	01.09.2015	Sept 17
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Approval: A Godfrey (Chair of Board)

 (signed) **Date authorised:** 12.10.2017

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Policy Statement for Assessment

The Aim of Assessment

North View Academy values the success and achievement of every pupil and we strive to ensure that each child realizes their full potential. Assessment allows us to track an individual's progress on their learning journey. The focus of assessment is on teachers and pupils gaining clear knowledge and understanding of what pupils have learned as distinct from what teachers have taught in the lesson. We recognise that the teacher's assessment and the pupil's own assessment are both central functions in the learning process. The school recognises that different forms of assessment are used for different purposes. Formative assessment describes processes of teaching and learning, whereas summative assessment takes place after the teaching and learning.

Information gained from different forms of assessment serve many purposes. Assessment can be used to inform pupils, parents and outside agencies of an individual pupil's attainment and progress. Effective assessment procedures provide the means for identifying strengths and weaknesses in pupils learning and narrowing the learning gap thereby creating a positive impact on pupils' attitudes and motivation.

Assessments can also assist the school in setting appropriately challenging targets and can serve as an aid in evaluating the school's overall effectiveness. The intention is to lead to an improvement in the provision the school makes for its pupils and the standard they achieve. The assessment data we receive from the schools / Link School is very variable in both the quality and the accuracy of the information. In many cases the child may not have been amenable to testing/assessment because of the behaviour problems they were having. In these cases the information can be just a guess and with no evidence to back up this judgment. North View Academy therefore does a baseline soon after arrival to get a better assessment of where the child actually is academically and then this can be used for target setting and monitoring their progress while at North View Academy.

Assessment of Learning (Summative Assessment)

The definition and purpose of assessment of learning, Assessment of learning is often referred to as summative assessment. It is assessment that takes place at the end of a unit of work, year or key stage to:

- Provide information on the pupils' level of academic performance
- Evaluate the pupil's present knowledge, skill and /or understanding within a subject
- Evaluate the pupil's progress against a national criteria, their previous work, and where appropriate, the cohort
- Indicate future placement in class groupings
- Fulfil statutory requirements at the end of a key stage
- Inform the school's target setting procedure
- Inform and report on the pupil's progress and attainment to parents
- Monitor and evaluate the effectiveness of the school's provision with regard to cohorts and individual pupils, including: pupils of different genders, ethnicity, abilities and age; pupils with English as an additional language; looked after pupils, refugees and travellers. Due to the extra money our school receives each year, pupil premium pupils need to be closely monitored. Assessment of learning may be in the form of a test or an assessed piece of work demonstrating attainment or through teacher assessment of pupil's level of attainment using a range of pieces of work and responses.
- Year 2 children are assessed at the end of Key Stage 1 and assigned a prior attainment group rating (PAG). This is done by averaging the reading and writing scores to get an English score then averaging this with the maths score. From this, a prediction is made of the standardised score the child should achieve at the end of Key Stage 2. If a child achieves this then they receive a 0 showing they have made the expected progress. Each child achieving above this gets a positive score and each child achieving below this gets a negative score. This is totalled up and the cohort for a school is given a combined average score. These results are published nationally in December and show how every school has done. This is now one of the most important measures of how well a school is doing. Even though we are a special school, we are still compared to how well all children nationally have done. Schools are then put into 5 categories. Most (60%) go into the average group. Those who have made good progress go into the above average group(10%) or well above average group(10%). Those who

have not made the expected progress go into the below average(10%) or well below average group (10%). Confidence intervals are used to determine these groupings not just the raw score.

Assessment for Learning (Formative Assessment)

The definition and purpose of assessment for learning

Assessment for learning is often referred to as formative assessment. This aspect of assessment is an essential element of effective teaching and provides one of the main foci the school has for improving the standards pupils achieve. Assessment for learning provides the teacher and pupils with a clear understanding of the goal they are to achieve, the necessary information to identify where the pupils are in relation to that goal and the next steps they should take to achieve the goal.

Assessment carried out by the teacher provides information on a pupil's strengths and weaknesses within specific tasks, activities and skills. The teacher and pupils then build on these strengths and address the weaknesses both inside and outside lessons. The essential element of assessment for learning is that the teacher uses the information gained from the assessment to modify the teaching and learning in order to close the gap between the pupil's performance and the goal. Consequently the school seeks to ensure that the communication between pupils and teacher about the pupil's performance is of the highest quality. The school recognises that a key element in raising standards is the use made of good quality feedback from the assessment to inform the teaching and learning process.

Effective Planning for Assessment

The school's starting points for using assessment as a tool for learning are the Programmes of Study (POS) and the Early Learning Goals.

Progress is measured from their attainment in July in subgrades from the point that they have reached. 3 subgrades represents one year of POS progress. Progress is measured in this way for reading, writing, maths number, maths measure and working scientifically.

Unlike other areas of the curriculum, the statements for reading, writing and working scientifically, have been grouped together for years 3/4 and 5/6. In reading for example, the knowledge and skills that pupils need in order to comprehend in years 3/4 and years 5/6 are similar, it is the complexity of the text that increases the level of challenge. To enable efficient tracking and target setting following a common approach, a slightly different method has had to be adopted. Many of the POS assessment criteria boxes contain multiple elements or statements that are developmental and these therefore need to be understood before a 'secure' can be awarded in it. Subject leaders will look at the number of individual statements that have some level of attainment across the two year block and divide by 6 rather than 3 as would be the case in other POS. This will then give the attainment in terms of POS year and subgrade and this will then be used to set the target for next year.

The record for this is kept on the SIMs system with the progress measured in the stages and subgrades of emerging(red), developing(yellow) and secure(green). Mastered(blue) is only used where a child has completed the age appropriate POS and is done as an extension rather than moving onto the next year's POS. This reflects the more challenging nature of the new curriculum. In each subject the scheme of work provides the teachers with a programme, which, if followed, has the aim of enabling pupils to move towards the ultimate goal in terms of the knowledge, skills, concepts they are to gain. Evidence for these judgments are kept as paper copies and are referenced against the POS year and statement to which they refer in SIMs. These are moderated both in curriculum meetings and samples by staff from another school (Grange Park).

Using Assessment in the Classroom

Assessment during the lesson is a key element in enabling pupils to learn and should focus on pointing the way forward in learning. Both during and at the end of the lesson, the teacher:

- Assesses pupils' performance against the learning objectives through questions, discussion looking at written work and observing performance

- Provides oral and, where appropriate, written feedback to the pupil, with an indication as to how well they are performing and information on how they can improve their performance
- Records, where appropriate, the individual pupils not achieving the learning objectives, achieving the learning objective and those exceeding expectations. The teacher uses the assessment information gained in the lesson to make changes to the lesson and learning objectives and to aid effective future planning.

Using Assessment in Marking Pupils' Work

Marking is the assessment of a task. This can be done with the pupil present as they complete the task or after a task has been completed. It is an essential aspect of both the assessment for and of the learning processes. The school sees the overriding purposes of marking as to:

- Provide pupils with information on where they have performed well and on how they can improve their performance.
 - Provide teachers with information on where the pupils have performed well and what areas of weaknesses they have and what the teacher now needs to do to improve their performance and move them on in their learning
 - Evaluate the effectiveness of the teaching, including methods and resources
 - Provide part of the record keeping for individual pupils
- It is essential that the teacher:
 - Ensures that pupils know and understand the purpose of the work and the criteria against which their work will be assessed.
 - Marks using those criteria
 - Provides either oral or written feedback to the pupils on their performance, concentrating on how they could improve their performance. Teachers mark in accordance with the school policy for marking children's work.

Target Setting

Assessment information provides the head teacher, SMT and governors with the information necessary to ensure that the targets set are challenging yet realistic, taking into account the previous attainment of the pupils.

Work scrutiny

To see how well children are progressing and to help moderate assessments, work scrutiny is carried out by school leaders and subject leaders. It also ensures that marking is carried out following the school marking policy.

Individual pupil targets

Target setting in our school involves the identification and creation of achievable, challenging and measurable targets, based on previous achievement, aiming to raise self-esteem and fulfill learning potential. The aim is to try and close the gap academically on where the children should be for their age by setting challenging but achievable targets. Progress within this POS level is then updated throughout the year and the evidence to support this gathered. The end of year assessment in July is then used each year to set the target for the next academic year and to monitor how well the child has done. In a mainstream setting this would normally be completing the years POS that matches their school year, but in North View Academy this is rarely the case as almost all of our children are working behind the POS year that matches their year group. For example if a child was classed as POS 2 developing in July 2015, they would be given a target of POS3 developing for the following July 2016. The progress actually made for each child will be closely monitored every year.

Now that we have a couple of years data to analyse and compare the tracking in our POS data to the standardized score achieved in the SATs at the end of Key Stage 2, we can see that a pupil who reaches about 5 developing (5D) is able to achieve a score of 100 (the expected standard for a year 6 child in the test). This means that making 2.5 subgrades a year is enough to achieve this target. As a school we still set

a target of 3 subgrades each year for all children who achieved above P levels at Key Stage 1 to maintain the challenge and try to close the gap on their academic progress where they have fallen behind before coming to us. Data also suggests that where a child was assessed at still being in P levels at the end of Key Stage 1, then achieving 2 subgrades of progress is enough for the child to be making above expected progress and so this is the target usually set.

Children may also be set targets regarding behaviour in an effort to improve their readiness to learn. Pupils are involved in setting these targets which provide a motivation for improving their work. The targets are set in early in the academic year and are usually displayed in each classroom. They are reviewed and updated as required. Targets are shared with parents at formal meetings such as EHC meetings. Pupil progress is tracked closely and recorded using SIMs. This data serve as a means of providing information and as a basis for taking action. In particular this information is used:

- To track individual pupil's and cohort attainment and progress over time
- To project future information
- To gain information about the effectiveness of the school's provision
- To base changes within the school
- As a basis for reporting to parents and outside agencies

Reporting to Parents

The school values and nurtures the partnership it has with parents in helping children to make good progress, achieve highly and develop fully as people. Many of the parents of children who attend North View Academy have had very negative experiences in the past in their dealings with their child's primary schools. It is vital that a good relationship is developed right from the start. This begins on the first visit to the school before their child starts when the parents/guardians and child have a meeting with the head teacher and are taken around the school. A daily diary is sent home giving details of how well the child has done that day which the parents/guardians have to sign and return. This is also an opportunity for the parents/guardians to keep the school informed of how the child has been at home and if there are likely to be any barriers to their learning that day. More formal meetings are held about pupils' progress with parents at yearly EHC meetings, mid-way through the year and after they have received their end of year report. In the term when there is neither an EHC plan meeting or a meeting to discuss their child's report, parents will also be offered an extra opportunity to come and discuss their child's progress at North View Academy. Written and oral reports to parents on pupils' progress, development and behaviour are an important means of assisting parents to be fully involved in this partnership. The reports are an important way of helping pupils to make progress. Highlighting their strengths and recognizing and valuing their achievements in different areas of school life will motivate pupils. Identifying areas for development and giving suggestions on how to improve provides pupils with a clear picture for future development. The school seeks to ensure that reports are personal to the pupil and provide parents with information they will find helpful. Reports are written for parents in a straightforward way so that they will know:

- How their child is performing in relation to their potential and to national standards
- Their child's strengths and any particular achievements
- Areas for development and improvement
- Whether their child is happy, settled and well-behaved.

Review of the Assessment Policy

This policy will be reviewed annually and amendments made where necessary.

Appendix 1

Guide to the marks/comments and symbols used when marking work at North View Academy

Annex A

Version No.	Change History	Guidance reference (if any)	Date
1	Created		01.09.2015
2	Updated		02.10.2017