



KINGSGATE

SCHOOL

Kingsgate School

Assessment Policy and Procedures

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Kingsgate School Assessment Local Procedures

Rationale

Assessment lies at the heart of the process of promoting pupils learning. It provides a framework within which educational objectives are set and pupils' progress expressed and monitored. This should be done in partnership with pupils. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. In turn assessment will strengthen learning across the curriculum and enhance teacher's skills and judgements.

This local procedure outlines the purpose, nature and management of assessment at Kingsgate School.

Rights, Responsibilities and Roles

At Kingsgate School:

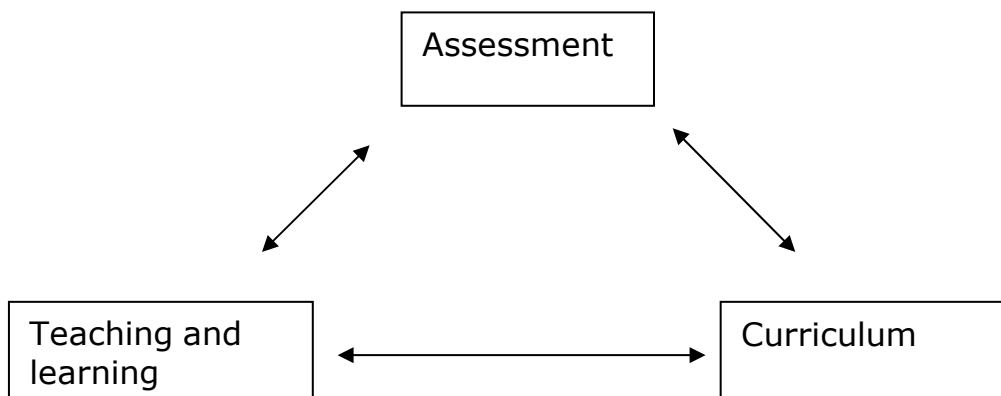
We will assess all pupils regularly, in a valid and reliable way against consistent standards in order to inform teaching, help pupils to make progress and to celebrate their achievements. We will involve pupils actively in their own learning by teaching them how to understand and use assessment criteria, including those for external examinations, and how to assess their own and others' work. We will provide pupils with meaningful feedback so they know how much progress they have made and what should they do in order to improve further.

Pupils:

Pupils will engage fully in the assessment process, by trying their best in both informal and formal assessments. They will also carry out self-assessment, and by helping their peers through peer-assessment. During formal assessments, including external examinations, pupils will follow the exam regulations as specified by examination boards.

Conditions for Effective Assessment

All the activities of a school are geared, directly or indirectly, to effective learning. Assessment local procedures and practice are a key element in this, together with an appropriate curriculum and good teaching.



Effective learning will only come from an approach that recognises the importance of this interaction. Assessment informs both teaching practice and curriculum design with information about each pupil's abilities, needs, aspirations and how these change as they progress.

Assessing Pupil Progress

Research suggests that pupils make the best progress when they know:

- the assessment objectives (we tell them what they are going to learn)
- how they will be assessed (we tell them what they will have to do to meet the assessment criteria)
- how they are going to learn (i.e. we tell them what they are going to do for the lesson or series of lessons)
- how to meet the assessment criteria (i.e. we provide task sheets with assessment criteria, exemplars of work at different levels etc.)
- how their work has been assessed (i.e. we write comments and marks/levels which tell them how they have performed in relation to the assessment criteria, and what they need to do to improve further). *Appendix 1- Marking Guidelines*

APP is a structured approach to personalised assessment, enabling teachers to make secure judgements about the standard of pupils' work, refine teachers' understanding of progression and help pupils understand what they need to do to improve. This also enables teachers to track pupils' progress over time, provide diagnostic information for planning and interventions, support the transfer between classes and key stages, and inform curriculum planning. As such APP at Kingsgate both provides a framework for assessment practice in lessons and also informs wider school planning.

Assessment for Learning (AfL)

AfL, sometimes referred to as formative assessment, is the process for identifying what the learner has achieved in order to plan the next steps in teaching and learning. Feedback is provided to the learner in such a way that either the teacher adjusts the teaching to help the learner learn more effectively, or the learner changes her/his approach to the task, or both. Unlike assessment of learning (see below), AfL can be a joint activity between pupils and teacher which moves both forward. AfL is not only part of our everyday classroom practice, but also an area of continuing development. AfL strategies are planned for daily use within Teacher/ Teacher Assistant diaries and are in regular use in lessons, where they are directly linked to the learning objectives.

Targets are set with individual pupils in the core subjects. A range of AfL strategies are used to monitor progress towards these targets. Some are written (Appendix 1- Feedback on Learning Guidelines); others are verbal.

- Verbal assessments to individuals
- Written comments
- Self assessment using various methods
- Peer assessment where a peer measures the pupils learning against the objective

Assessment of Learning (summative assessment)

Assessment of Learning describes retrospective assessment of learning that has taken place. It includes both internal school tests and assessments and external exams and controlled assessment tasks. We assess the progress of pupils with respect to academic targets termly.

For Key stage 2 and 3 progress is assessed against the new National Curriculum (2014) Age Related Expectations of Skills, Knowledge and Understanding. Kingsgate School will be using a system called 'Rising Stars' designed by a company called Classroom Monitor. In this programme teachers will be able to assess the level a pupil has achieved in a particular skill area.

There are 4 levels of skill acquisition;

Target, (started to teach but would like more work done on a particular objective)

Almost, (working towards an objective showing some understanding)

Met, (shows you are confident a pupil has met, secured, consolidated an objective)

Exceeded.(working above the objective)

A pupil will not be judged as working at Age Related Expectations unless they have mastered the majority of the elements for that Year in the National Curriculum.

Standards of assessment within each subject are the responsibility of the subject leader.

Standards across subjects are quality assured by the Phase Leaders (T&L).

For all pupils Assessment data is collected throughout year, although formally 3 times a year, requested by the Head Teacher and will be entered into the Rising Stars assessment database by the set deadline.

Use of summative assessment data

Grades derived from assessments are used to monitor the progress of individuals and groups of pupils. This identifies areas that need improvement or specific development so we can intervene and tackle it. Teachers also use summative data in a formative way with pupils by giving feedback for each assessment exercise to include an explanation of the standard achieved with respect to the relevant criteria and targets for further improvement towards the next target. Pupils should then be given opportunities to improve. In this way summative assessments also serve as an invaluable formative teaching and learning tool.

Monitoring and Evaluation

Monitoring of assessment procedures within subject areas will be carried out by the subject leaders. Quality assurance of assessment will be led by the Phase Leaders (Teaching & Learning) and Head teacher. Monitoring procedures will include Lesson observations, work sampling, learning walks and data analysis. Evaluation of these procedures will be carried out by the Leadership Team.

Regular monitoring and evaluation of learner progress and attainment takes place throughout the academic year, ensuring that pupils are making at least good progress against and towards their academic targets. Termly input from teaching staff and regular HEX reviews of progress and interventions ensure that all school leaders are aware of current progress and expectations for end of year.

Kingsgate School has high expectations for all learners and sets aspirational and challenging targets, whilst maintaining realistic and achievable targets for all. To ensure that we are measuring and judging progress in a manner that provides us with effective evidence and analysis of learner performance against other learners across the country, Kingsgate School uses a variety of data to assess the quality of progress and attainment of pupils. Using these tools enables the performance of learners at Kingsgate School to not be seen in isolation within the school but in relation to national data bases for all pupils and those with Special Educational Needs.

Having access to and using these tools to assess progress and attainment ensures that the school leaders are able to make accurate and valid judgments about learner progress and set further targets to ensure that where required, learners are closing the educational gap from prior educational experiences. However, with such varied assessment approaches to the new National Curriculum there is currently a short fall in national data for comparison and analysis.

Moderation

In Key stage 2 & 3 a sample of works are collected across year groups and curriculum areas by class teachers or subject teachers. The pieces of work are annotated and then assessed. Assessed pieces of work are moderated by SLT, obvious discrepancies being discussed. The procedure helps to determine the validity of / provide evidence to inform of progression within the school and ensure individualised learning is taking place.

Internal moderation will be carried out fairly and according to the National Curriculum criteria. Externally marked tests and exams will be according to the requirements of the awarding body, with staff attending specific standardisation meetings to ensure thorough and accurate moderation of the young people's work.

It is also the intention for the school to be part of moderation meetings with schools in the surrounding area to ensure quality assessment of our learners is taking place.

Monitoring of moderation will occur three times a year with the SLT scrutinising subject teachers' assessment files in half term 1, 3 and 5.

School Baseline Assessments – start of placement

At the start of a new placement at Kingsgate School it is of fundamental importance to get a good understanding of a pupil's cognitive ability and current attainment levels. Pupils will often start at Kingsgate School after considerable disruption to their learning. It is not uncommon for pupils to have had lengthy time out of school. This may mean they will have a 'spikey profile' having missed large amounts of curriculum coverage, however it doesn't necessarily mean they have difficulties in their ability to learn.

Therefore, every pupil at the start of a placement will access a series of baseline assessments and screenings to ensure the school is fully aware of their academic ability and any needs in relation to their learning, sensory or communication function.

1) Cognitive Assessment. (Psychologist)

A Clinical or Educational Psychologist will conduct a full Cognitive Assessment: A selection of subtests from the Wechsler Intelligence Scales for Children (WISC IV UK). The tests comprises of Verbal Comprehension, Perceptual Reasoning, Working Memory and Processing Indices.

It is made up of verbal and non-verbal tests designed to measure the cognitive abilities that are felt to underpin successful learning.

Recommendations from the Psychologist are used and updated in the Summary of Need which is accessed by all staff and informs their curriculum planning.

2) WRAT and Baseline Assessments: (Senco)

The school's baseline tests assess the literacy and maths skills of each pupil which is presented in scaled scores. This gives the school an indication of level of academic support and intervention needed. Teachers are informed of assessment scores – if within average ranges, no intervention needed, if in the low ranges, suitable interventions/actions are agreed. Additionally, the tests will give a guidance to the level of work a teacher should initially aim to give a pupil in their subject (literacy and numeracy) while they carry out ongoing formative and summative assessments over the first few months of placement to gain a more detailed picture of the pupils academic level.

Assessments used:

WRAT- Wide Range Abilities Test (Version 4) - Measure the basic academic skills of reading, spelling and maths computation.

Additional assessments;

Reading: Salford Sentence Reading Test,

Spelling: Primary- Single Word Spelling Test, Secondary- Schonell Spelling Test.

Maths: Primary/ KS3- Abacus End of Year Assessments (e-resources),

3) **Speech and Language:** (Speech and Language Therapist, SaLT)

SALT- screening – to screen for any speech and language communication difficulties which includes 1-2-1 work and observations in class. A communication profile is written for each pupil. If any major difficulties are found, a full assessment is carried out and an intervention plan will be written.

The SaLT formal assessment looks at receptive (understanding) and expressive (use of) language, the CELF – Clinical Evaluation of Language Fundamentals. This assessment is divided in to a number of different subtests; concepts and following directions, recalling sentences, word classes receptive, word classes expressive, word definitions, formulating sentences, understanding spoken paragraphs, number repetition.

SALT carries out a variety of interventions including creating programmes that are run in class.

4) **Sensory Screening:** (Occupational Therapist)

The Occupational Therapist will read previous reports and a pupil's EHCP and observe in class to monitor for sensory difficulties. If need is identified the OT, SENCO and class tutor will discuss and a full sensory assessment may be conducted.

There will be a variety of sensory material/ toys available in the school to be used in line with OT recommendations and any sensory diets.

Appendix 1

Feedback on Learning

The feedback of pupils work is an important Assessment tool which is essential for both progression in pupil learning and effective teaching. Giving specific feedback helps pupils to understand how they can improve.

Good practice is promoted through regular, accurate and consistent marking by all staff as part of a whole school approach to teaching and learning. The school is trying a new approach to feedback with a reduction in actual marking books to boost self esteem and encourage the pupil's writing.

Sharing Learning Objectives and Success Criteria

All staff should share learning objectives and success criteria for each individual lesson. These should be displayed in the classroom as a point of reference for pupils and staff to enhance assessment opportunities. This enables the class to focus on the learning that is taking place.

Oral Feedback

Teachers and practitioners should ensure that there is a continuous dialogue with pupils throughout the lesson. This enables pupils to reflect upon, improve, refine and ultimately be successful in their learning. The use of open ended questioning is vital to this process.

Written Feedback

Marking is specifically linked to the learning objective and success criteria (I can...). It should identify elements of success and either an area to improve upon or a next step target. Pupils are given time to read their feedback or have a discussion with a key member of staff to enable them to carry out any improvements.

Peer and Self-Assessment

Peer and Self Assessment are important ways in which pupils are engaged in becoming self-critical and independent. Teacher modelling and whole class marking enable pupils to identify their own successes and improvement needs. A recommended technique within peer assessment would be to give two positive comments and an area to improve upon to create a mutually supportive atmosphere.

Marking Guidelines

Written feedback should provide evidence of the following:

- What has the pupil done well?
- Where has an error occurred?
- What can the pupil do next to improve their work?

Staff will use their professional judgment as to the format written feedback will take, this should allow for variations in ages, learning styles and curricular area. All formats will address the 3 key questions.

Common symbols are used to indicate how a pupil's work has been completed:

- I – Independent
- P – Paired work
- G – Group work
- S – Supported
- PA – Peer Assessed
- SA – Self Assessed

If work has been annotated by a Teaching Assistant working with a pupil it will be initialled.