

Cavendish View School Assessment and Marking Policy

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Contents

1. Rationale.....	2
2. Our approach to assessment.....	2
3. How assessment outcomes are collected and used.....	3
4. Management and evaluation of assessment	4
5. Reporting to parents.....	4
6. Feedback to pupils.....	5
7. Target setting.....	5
8. Ensuring teachers are able to conduct assessments confidently and competently.....	5
9. Roles and responsibilities.....	6

1. Rationale

Effective assessment is key to the promotion of pupil learning and must be fit for purpose to secure good outcomes for all pupils.

Within *Cavendish View School* we believe assessment is integral to planning, teaching and record-keeping and helps us ensure high quality learning is taking place. Formative assessment provides evidence to inform teaching and summative assessment provides information for stakeholders.

When considering assessment, it is important to bear in mind:

- why pupils are assessed
- what the assessment is intended to measure
- what the assessment is intended to achieve
- how the assessment information will be used
- how the assessment is communicated to pupils

Different forms of assessment may serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, Curriculum Committee, the Government and Ofsted.

Recording is the selection and retention of significant and relevant information on the pupils' experiences and achievements, including what the pupil knows and can do, and informs planning.

Reporting is the communication of significant and relevant information on the individual's experiences and achievements.

EQUALITY AND DIVERSITY STATEMENT

The Salutem Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any such factors and all will be treated with dignity and respect.

2. Our approach to assessment

We use **formative assessment** as a continuous process which is part of our teaching and learning cycle. The reason for this type of assessment is to inform teachers of what pupils have learned and what their next steps are, thus informing future planning. All assessment should be sensitive, constructive and foster motivation. Where possible, pupils should be active partners in the process to give them an understanding of what they need to do to improve.

The most common forms of formative assessment we use are:

- Questions and answers in class
- Ongoing observations of pupils
- Visible evidence of learning (completed tasks in books/photographed on EFL)
- Discussions between staff working with pupils
- Evaluation of lesson targets – self, peer, support staff and teachers

To support our individualised approach to learning, at *Cavendish View School* we use person-centred assessments to enable each pupil to recognise the progress they have made personally. Person-centred assessment is used to set annual targets, linked to EHCP outcomes and broken down into termly objectives, which are further broken down into lesson objectives.

During lessons, all pupils can identify their objective through the use of specific Learning Objectives (LOs). These can focus on both academic and personal, social and emotional development, which reflects the holistic ethos of the school.

Where appropriate, LOs are shared at the beginning of each lesson and are available throughout the lesson for pupils/staff to refer to. Teachers' feedback includes the next steps the pupil needs to work on to enable them to continue to make progress. Feedback can be provided through gesture or signing, given verbally or through written feedback.

Summative assessment may take place at the end of a particular unit of work, as well as at the end of each term and annually, for the review of the EHCP. This informs teachers how well pupils have understood, retained learning and the progress they have made over a period of time. It can be used to inform the following year's teacher, to inform parents of their child's progress and attainment, or to inform school improvement. Examples of summative assessment are:

- evaluation of personalised termly objectives
- evaluation of personalised annual targets
- recording assessment against National Curriculum objectives for number, reading, writing and PSHE or using the Routes for Learning frameworks, if pupils are working at pre-national curriculum levels.
- test results

Pupils are baselined for number, phonics and language comprehension within six weeks of starting at *Cavendish View School*. They are then reassessed in the Spring and Summer term.

We use *Evidence for Learning* (EFL) to record and track progress against National Curriculum objectives, as detailed above or, when pupils are working at pre-national curriculum levels, Routes for Learning to provide a shared language. Person-centred approaches are used to set targets and next steps for pupils where appropriate.

3. How assessment outcomes are collected and used

All our pupils have Education, Health and Care Plans (EHCP) which set out their long-term outcomes. These are used to set annual targets, which are broken down into termly objectives, which are further broken down into lesson targets.

Each term, objectives are set and recorded in all EHCP areas of cognition and learning (including English and maths); social, emotional and mental health, sensory and physical development and communication.

We have recently started to use the platform *Evidence for Learning* that enables us to evidence and track progress against specific learning objectives linked to individual EHCPs.

The Deputy Headteacher analyses the results to check the progress of individual pupils, classes, and vulnerable groups. This information is reviewed with the teaching team each term to identify pupils who are not progressing as well as they should or are exceeding targets. Results inform teaching for the term: under and over-achieving pupils are discussed, and effectiveness of any interventions are reviewed; where appropriate, additional plans are put in place. The progress of vulnerable groups of pupils, such as pupil premium or looked after children, is also reviewed at these meetings, as is the effectiveness of allocation of resources to support them.

General information in relation to classes and groups of pupils is discussed with the Senior Leadership Team and anonymous data is shared with Curriculum Committee who are responsible for ensuring effective pupil progress.

4. Management and evaluation of assessment

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes.

All teacher assessment is triangulated with work scrutiny, lesson observation and planning scrutiny.

As a school, pupils' work, marking and assessment are moderated internally as well as regular work scrutiny. Where available, the school takes part in external moderation.

Evidence for Learning is updated termly as a minimum to reflect pupils' progress.

5. Reporting to parents

Pupil progress and achievement is discussed with parents at parent's evenings and through end of year reports. Parents are welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year.

Information on progress and achievement is also reported at Annual EHCP Reviews.

6. Feedback from pupils

Pupils are encouraged to reflect and comment on their own learning where possible. The lesson plenary provides an opportunity for pupils to share their evaluation of their learning, as well as give and receive feedback, when appropriate. Pupils are also encouraged to identify errors and areas for improvement in their own work.

7. Feedback to pupils

Feedback to pupils is an important part of assessment and it is essential in order for pupils to make good progress. Pupils need to understand what is expected of them, when they are achieving well and how they can improve their performance, which is facilitated via verbal feedback and marking.

At *Cavendish View*, due to the small class sizes, verbal feedback given during the lesson can be directed to the individual and is most meaningful if done in a way which clearly recognises achievements, progress and areas for development. This allows immediate and effective feedback to be given to pupils.

It is expected that pupils' work will be annotated in green pen, and targets reviewed before the next lesson whenever possible. Where a pupil's answers require development/correction, the teacher will make suggestions for improvements using an orange highlighter. These should then be revisited and the pupil given the time to make corrections/amendments.

8. Target setting

Targets are set for individual pupils across the school curriculum.

Targets need to be:

Specific
Measurable
Achievable
Realistic
Time related
Evaluated
Reviewed

Wherever possible, pupils should be involved with the target setting process, identifying new targets and discussing ways to achieve their targets.

9. Ensuring teachers can conduct assessment confidently and competently

Assessment is discussed regularly at staff meetings and senior leadership meetings. The principles and rationale behind new assessment systems are discussed and reviewed at pupil progress meetings. Teaching teams work together to moderate work, with more senior staff guiding new and less experienced teachers. The implementation of the marking policy is discussed regularly, along with the importance of responsive marking. All staff are aware of the importance of making assessment meaningful. Teachers also complete questions using *Teaching Continua* to identify any areas in which they would like further experience or support and development.

10. Roles and Responsibilities

Assessment Leader: Deputy Headteacher

- Update the policy in the light of DFE advice, requirements and relevant research
- Lead the development of the assessment policy
- Organise staff training ensuring development of practice
- Develop and help monitor school assessment policy and practice
- Keep up to date with current assessment thinking and practice
- Ensure that assessment priorities are addressed in the School Improvement Plan

- Liaise with staff regarding setting academic targets and analysing the evaluations of termly objectives
- Assist Headteacher with setting challenging whole school targets
- Monitor assessment practices, including marking and strategies used in lessons
- Lead whole staff moderation meetings within subject areas
- Monitor consistency of standards across the school, through work scrutiny
- Oversee pupil progress meetings with each teacher
- Analyse results and track information across classes
- Advise staff of outcomes of data analysis
- Monitor effectiveness of interventions

Class teachers

- Make on-going assessments to inform their daily and weekly planning
- Setting and reviewing personalised lesson objectives and opportunities to provide evidence of learning
- Using and maintaining lesson proformas and books/folders of work.
- Complete assessment data when required
- Participate in internal moderation sessions
- Lead interventions where professional teaching skills are necessary
- Keep a record of pupils' achievements in line with this policy
- Report to parents
- Give pupils guidance and feedback on their work so they know how to make progress
- Update Evidence for Learning, in consultation with the rest of the class team
- Lead team meetings that provide opportunities for teaching assistants to discuss individual pupils, including raising any concerns they may have and/or to celebrate achievements