



**Policy Document: Assessment Policy**

As adopted by the Governors of North Ridge High School

**Date Approved by the Governors:**

**Date to be Reviewed by the Governors:**

Under the public sector equality duty, all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented.

The assessment process is part of effective planning, teaching and learning and is central to classroom practice. Assessment is a key professional skill required of all teachers at North Ridge High School.

**Aims:**

- Monitor and evaluate the learning programmes offered to pupils
- Ensure curriculum methodology and resources match the pupils' individuals and how they learn
- Recognise pupil achievement
- Identify prior learning and any difficulties pupils may experience
- To support accurate planning that ensures pupils make appropriate, individual progress
- Provide clear, measurable targets for pupils
- Report progress, attainment and achievement to pupils, parents and other professionals within the school
- Inform other professionals working with the pupil
- Satisfy statutory legal requirements
- Provide information for Education, Health and Care Plans and the Annual Review

**Objectives:**

The aims will be met by ensuring that:

1. Assessment is an integral part of planning
2. The personal, social and physical development of the pupil is considered
3. All pupils have the opportunity to demonstrate their achievements
4. Decisions about pupil performance are accurate, fair and consistent
5. Pupils and parents are involved in the assessment process where possible
6. There is the opportunity for regular moderation of standards within school

### **Formative Assessment**

Planning documents contain clear learning outcomes. Teachers plan lessons using this documentation and differentiate the curriculum to take pupils' abilities into account. The achievement of learning outcomes are recognised through assessment opportunities.

Formative assessment (sometimes referred to as assessment for learning) refers to assessment carried out within or just after a lesson that informs future planning, teaching and learning. Formative assessment opportunities include:

- Questioning
- Observations
- Discussion
- Quizzes
- Self and peer-assessment
- Consideration of recorded evidence – written, scribed, video, audio or photographs

### **Summative Assessment**

Summative assessment (sometimes referred to as assessment of learning) is a formal method to evaluate pupil learning at the end of a given period. It enables us to track pupil progress and attainment. When assessing progress against targets, we identify whether pupils have encountered, engaged in, gained skills or understanding in or mastered a concept or skill.

All pupils at North Ridge are working below age-related expectations. Many pupils are working below the level of the National Curriculum. When pupils enter school, we undertake a thorough assessment of their individual skills, abilities and knowledge and understanding. This supports the decision on which assessment framework to use for pupils.

Pupils are assessed using B Squared or Onwards and Upwards. The method of assessment differs based on the curriculum different pupils access and the ability level of the pupil:

- **B Squared Progression Steps:** An assessment tool designed to capture the progress and of pupils with SEND who are working below age related expectations but are engaging in subject specific learning.
- **B Squared Engagement Steps:** An assessment tool to measure progress for sensory learners (not accessing subject specific learning) in the areas of Cognition and Learning, Sensory and Physical, Communication and Interaction, Social, Emotional and Mental Health.
- **B Squared Autism Progress:** An assessment tool to measure progress for Structured learners in Communication, Social Interaction, Emotional Regulation and Flexibility of Thought.
- **Onwards and Upwards KS5:** A bespoke assessment tool designed to measure progress of pupils in KS5 at the hub. Pupils vocational, functional and academic learning is captured.
- **Onwards and Upwards individual subjects:** A bespoke assessment tool designed to measure progress in subjects not captured on other assessment framework across all departments in school.

Overview of departmental assessment framework:

| Department            | Assessment System       | Subjects   |
|-----------------------|-------------------------|--|
| KS3 and KS4           | Progression Steps       | English, Maths, PSHE, DT, History, Geography, RE, Music, Art, Computing  |
|                       | Onwards and Upwards     | PE, Science, Grow It, Cook It  |
| KS5                   | Progression Steps       | PSHE, RE   |
|                       | Onwards and Upwards KS5 | Maths, English, Life skills, Vocational Skills, Functional Skills, Grow It, Health and Wellbeing                 |
| Structured Learners   | Progression Steps       | English, Maths, PSHE (most pupils)   |
|                       | Autism Progress         | Communication, Social Interaction, Flexibility of Thought, Emotional Regulation                                  |
|                       | Engagement Steps        | Cognition and Learning (some pupils)   |
|                       | Onwards and Upwards     | PE   |
| Experiential Learners | Engagement Steps        | Cognition and Learning, Communication and Interaction, Sensory and Physical, Social, Emotional and Mental Health |

Three summative assessment points are identified at the end of each term to monitor progress and inform and identify specific individual interventions. At each point teachers

update pupils' assessments using B Squared and Onwards and Upwards. This is analysed and monitored each term. A full and final analysis of the assessment data is undertaken during the summer term. This data is used in department reports, sent home to parents in annual reports and used to support pupil starting points at the start of the next academic year.

### **External Accreditation**

Pupils in KS4 and KS5 are assessed for accreditation by ASDAN and other recognised exam boards. Pupils will be entered into to award/s based on their level of ability:

| <b>Department</b>   | <b>External Accreditation</b>  | <b>Entry Levels</b>   |
|---------------------|--|---|
| Structured Learners | KS4 Structured pupils: Transition Challenge / Transition Challenge Sensory (ASDAN)<br>KS5 Structured pupils: Personal Progress (ASDAN) | Entry Level 1   |
| KS4                 | ASDAN Life Skills Challenge<br>Duke of Edinburgh (DofE)<br>Maths, English (Edexcel)<br>PE (OCR)<br>Arts Award (Trinity College)        | Bronze Award<br>Entry Level 1 / Entry Level 2<br>Entry Level 1 / Entry Level 2<br>Explore – Entry Level 3 |
| KS5                 | Personal Progress (ASDAN)<br>Personal and Social Development (ASDAN)<br>ASDAN Employability (ASDAN)                                    | Entry Level 1<br>Entry Level 1 / Entry Level 2<br><br>Entry Level 2                                       |

Pupil work is completed internally and moderated according to the methods required by each examination board.

### **Assessment and Monitoring**

The Deputy Head (Curriculum Lead) monitors long term planning and ensures that rubrics are completed comprehensively, providing clear assessment criteria that align with the National Curriculum.

The Deputy Head (T&L Lead) monitors short-term planning every half term to ensure that planning is sequential and that assessment opportunities are identified when teachers are planning and delivering lessons.

The Headteacher and Assessment Lead are responsible for assessment, recording and reporting. The Assessment Lead monitors the progress of all pupils on a regular basis and reports findings back to members of the Extended Senior Leadership Team and curriculum coordinators.

All teachers are observed by members of the Leadership team.

| <b>Term</b> | <b>Observations</b>    |
|-------------|------------------------|
| Autumn Term | Learning walk          |
| Spring Term | Departmental Focus     |
| Summer Term | Performance Management |

### **Consistency in Teacher Assessment**

Baseline and end of Key Stage assessment judgements are consistent with a shared understanding of standards developed amongst colleagues through informal support and internal moderation reviews.

Departmental shared planning is a part of the staff development plan, which takes place once every half term, allowing teachers to meet and share planning.

Exemplification standards provided by examination boards and accrediting bodies are used by teachers to gain an understanding of high standards. Accredited work is moderated internally and externally.

### **Assessment Recording**

Records of a pupil's achievement should be readily accessible when requested and should be written with an awareness of the audience's level of understanding, e.g. parents/carers, governors, colleagues and other professionals.

This should include:

- A summary of the level of achievement of specific individual targets
- Levels achieved
- Results of examining bodies/accreditation
- Termly recording of progress in Individual Education Plans

## **Reporting Assessments**

Pupils' progress and achievements are reported through the following ways:

- Annual EHCP reviews
- Parents evenings
- Individual Education Plans
- Annual Reports
- Annual Governor Report

## **Transfer of Pupils**

The DFE Statutory transfer record is used to pass on information when pupils move between schools. The Careers Adviser is actively involved in preparing the transfer of pupils to post-16 transitions. The Careers Adviser keeps a record of who they have seen and completed tailored action plans for pupils who require them.

## **Using Assessment Data for School Improvement**

We review the progress that pupils are making on a regular basis throughout the academic year. This helps us identify areas of strength within teaching and the curriculum. On an individual basis, this helps us to identify strategies we need to introduce so that pupils make good or better progress in their learning.

## **Areas for Development**

- To ensure marking grids and evidence proformas are consistent across the department.
- To complete the transfer of areas of the curriculum onto the assessment tool Onwards & Upwards; KS5 Catering
- To assess whether the external accreditation currently used in Structured is appropriate for the cohort of pupils and identify other possible accreditations that could be used.
- Moderation of assessment judgements and rates of progress to be implemented.

**North Ridge High School**  
**Marking Policy**

Marking is a way of acknowledging pupils' work and assessing pupil progress. In most cases, marking is completed by the teacher or teaching assistants.

**Purpose of marking work**

- To assess what pupils have learnt and identify areas of development.
- To address any misconceptions and allow pupils to identify where corrections need to be made.
- To inform staff and parents/carers of pupil's performance.
- To acknowledge pupils' work
- To motivate students with their learning
- To encourage pupils to self-assess and evaluate their learning

**Guidelines for marking at North Ridge**

1. Written work, practical activities and any pupil work produced on the computer must all be marked.
2. Staff must use the correct marking grid used within the department they are working in. If staff work across departments, they must ensure that they change this on worksheets/evidence sheets to the agreed departmental marking grid.
3. Marking grids should be clearly filled out identifying whether the pupil is engaging, gaining skills or achieved the learning objective. Staff must comment on what resources have been used to support learning and the level of staff support given to

the pupil.

4. Marking should take place in the classroom where pupils can be actively involved, if necessary or on the same day as the activity is carried out.
5. Pupils will be encouraged to self-assess their work prior to marking, if applicable.
6. The method of marking used will be explained to parents/carers when they look at their child's work on parents' evenings.
7. Pupil work is shared with class teams by all staff. Good work may be shared with the Head of Department, Deputy Head or Headteacher.
8. North Ridge regularly holds file review meetings to moderate pupil work and ensure marking is consistent across the departments. Members of the Leadership Team also check pupil work during learning walks and observations.