



Policy Document:

Assessment Policy

As adopted by the Governors of North Ridge High School. 17/10/21

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August 2021

NORTH RIDGE HIGH SCHOOL
ASSESSMENT POLICY

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 and is central to classroom practice.

Assessment is a key professional skill required of all teachers at North Ridge.

AIMS

The specific aims of the policy are to:

- Monitor and evaluate the learning programmes offered to pupils.
- Ensure curriculum methodology and resources match the pupils' individual needs and how they best learn.
- Recognise pupil achievement.
- Identify the prior learning and any particular difficulties pupils may experience to support accurate curriculum planning that ensures pupils make their next step in learning.
- Provide clear measurable targets for pupils.
- Report progress and achievement to pupils, parents and other professionals within the school.
- Inform other professionals working with the pupil.
- Satisfy statutory and legal requirements.

- Provide information for Education & Health Care Plans and the annual review.
- Provide information on pupils' progress for the purpose of self evaluation.
- Develop pupils' ability to self-assess;

OBJECTIVES

The aims will be met by ensuring that:

1. Assessment is an integral part of the planning and its implementation.
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 whenever possible involved in the formative process.
6. There is an opportunity for regular moderation of standards within the school and outside of the school.

FORMATIVE ASSESSMENT

Curriculum and assessment planning

The school has long, medium and short term curriculum plans that match the curriculum taught to the pupils in the school.

Teachers' medium term plans contain clear learning objectives within the context of the National Curriculum programmes of study. Achievement of these objectives will be recognised through assessment opportunities.

Teachers' short term planning identifies clear learning objectives for lessons and differentiates the curriculum to take into account pupils' abilities. This may be for individual pupils or small groups.

Assessment is made using the following techniques: questioning, observations, discussion, and consideration of recorded evidence - pictorial, written, scribed, keyboard, video recording, audio recording or photographs.

Pupils take part in setting personal targets and assessing the achievements of these targets each term.

In Key Stage 4 pupils are assessed in Mathematics, English, Science, ICT, P.E., Arts Award, Duke of Edinburgh, Film It, Cook It and Grow It by the standards and methods identified by the Examination Board, ASDAN and The D of E.

In 6th Form the students will be assessed for accreditation by ASDAN in either Employability skills, Personal and Social Development, Personal Progress or a combination of these.

All the work is moderated by the required methods identified by each examination board.

Moderation of pupils work by the teachers across the school takes place termly.

RECORDS AND EVIDENCE

Teachers use professional judgements in deciding what needs to be recorded, what should be noted informally and which assessments should be used to plan the next steps in learning without recording.

When pupils enter school at whatever point, we undertake a thorough assessment of their individual skills, abilities, knowledge and understanding. We take into account any information provided by their previous school.

All pupils at North Ridge are working below age related expectations. Some of our pupils are working below the level of the National Curriculum. These pupils will have been assessed during the Engagement Model during their Primary education. This may continue to be the case during their Secondary education.

At North Ridge we have decided to use two tools to support the assessment of our pupils. These are B Squared and Onwards and Upwards.

B Squared

Individual pupil assessment is tracked using four B Squared modules. These are the B Squared Progression Steps, the B Squared National Curriculum Steps, B Squared Autism Progress and the B Squared Engagement Steps.

B Squared Engagement Steps - assessment tool used to measure progress for sensory learners. It records progress in the areas of Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health and Sensory and Physical

B Squared Autism Progress - assessment tool used to measure progress for structured learners. It records progress in the areas of Communication, Social Interaction, Flexibility of Thought, Emotional Regulation

B Squared Progression Steps - assessment tool used to measure progress for supported and independent learners who are working below the early stages of the National Curriculum. It records progress in all areas of the National Curriculum.

B Squared National Curriculum Steps - assessment tool used to measure progress for supported and independent learners who are working at the early stages of the National Curriculum. It records progress in all areas of the National Curriculum.

From September 2021 we have introduced Onwards & Upwards as a new tool to record progress in areas as listed below:

- **KS5**
 - Key skills curriculum (Vocational Skills, Life Skills and Functional Skills, Maths & English)
- **PE:**
 - PE Curriculum
- **Science**
 - Science Curriculum
- **MFL**
 - KS4 MFL/ Cultural Studies Curriculum
- **Design and Technology**
 - Cook It Curriculum
 - Grow It Curriculum

Summary of assessment systems across the school.

- **KS3**
 - B Squared National Curriculum Steps (B2NC Steps)
 - B Squared Progression Steps (B2P Steps)
 - Onwards & Upwards (See below for subjects)

- **KS4**
 - B Squared National Curriculum Steps (B2NC Steps)
 - B Squared Progression Steps (B2P Steps)
 - Onwards & Upwards (See below for subjects)

- **KS5**
 - Onwards and Upwards - Key Skills Curriculum (Vocational Skills, Life Skills and Functional Skills, Maths & English)
- **Structured Learners:**
 - B Squared National Curriculum Steps (B2NC Steps) & B Squared Progression Steps (B2P Steps) (for English, Maths and PSHE),
 - B Squared Autism Progress (Communication, Social Interaction, Flexibility of Thought, Emotional Regulation)
- **Sensory Learners:**
 - B Squared Engagement Steps (Cognition and Learning, Communication and Interaction, Sensory and Physical, Social, Emotional and Mental Health)
- **PE:**
 - Onwards & Upwards NRHS PE Curriculum
- **Science**
 - Onwards & Upwards NRHS Science Curriculum
- **MFL**
 - Onwards & Upwards NRHS KS4 MFL/ Cultural Studies Curriculum
- **Design and Technology**
 - Onwards & Upwards NRHS Cook It Curriculum
 - Onwards & Upwards NRHS Grow It Curriculum

When assessing pupils' progress against targets, we identify whether they have encountered, engaged, gained or mastered.

Each pupil has an individual Record of Achievement. This should reflect progress and achievement and should contain:

- Annotated work/ evidence which is regularly reviewed.
- They should be selected collaboratively by the teacher and the pupil.
- Photographs, certificates, badges and similar evidence of personal achievement, narrative comments on personal development.
- Information of educational, social and physical progress with appropriate evidence.

The record of achievement belongs to the pupil but remains in school until they leave.

ASSESSMENT AND MONITORING

The Deputy Head and Head Teacher monitor short term planning in order to ensure that assessment opportunities are identified and that information gathered affects the next steps in pupils' learning.

The Deputy Head Teacher monitors long term planning.

We are able to monitor percentage progress of all pupils on a regular basis.

The Head Teacher and Assessment Lead are responsible for assessment, recording and reporting.

All teachers are observed teaching by the members of the Leadership Team.

SUMMATIVE ASSESSMENTS

External Accreditation assessments

All pupils in the school have been assessed for statutory Education and Health care Plans.

Consistency in Teacher Assessment

Baseline and end of Key Stage assessment judgements are consistent with shared understanding of standards developed amongst colleagues through informal support as well as moderation tasks.

Teachers share planning across departments.

Teachers use exemplification standards provided by the examination boards and accrediting award bodies to gain an understanding of standards. Work is moderated internally and externally.

Recording of Assessment

Records of pupils' achievement should be readily accessible when requested and written with an awareness of the audiences' level of understanding e.g. parents, governors, colleagues and other professionals.

They should include:

1. A summary of the level of achievement of specific individual targets
2. Levels achieved/ visited in the National Curriculum
3. Results of tests
4. Termly recording of progress in Individual Education Plans

Reporting Assessments

We report in the following ways:

1. Through annual reviews
2. Discussion at parents' evenings
3. Annual reports
4. Annual Governor Report
5. IEP meetings

Transfer of pupils

The DFE Statutory transfer record is used to pass on information when pupils move between schools.

The careers advisor is actively involved in preparing the transfer of students to post 16 institutions. Detailed records are completed.

Using Assessment information for School improvement

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

AREAS FOR DEVELOPMENT

1. To develop the range of data and presentation on a whole school basis, including ethnic and gender data, to evaluate individual, group and school performance targets.
2. To ensure effective use of CASPA data.
3. To improve moderation of pupils' work.
4. To complete the transfer of areas of the curriculum onto the assessment tool Onwards and Upwards - KS5 Life Skills Curriculum, Science Curriculum, PE Curriculum and Design and Technology Cook It Curriculum.

NORTH RIDGE HIGH SCHOOL **MARKING POLICY**

MARKING AND FEEDBACK

Teachers mark pupils work and provide oral feedback promptly and regularly.

Marking and feedback is used to ensure that pupils understand their achievements and know what they need to do to make progress and promote understanding of goals and criteria.

Marking and feedback should be sensitive and constructive;

Marking should foster motivation.

Teachers use the information gained together with other information to adjust future teaching plans.

The task of marking work may be delegated to teaching assistants. Marking should be neat and any feedback spelt correctly using upper and lower case writing appropriately and punctuated correctly.

DEFINITION

Marking is written marks on pupils' work. In most cases it will be done by the teacher or teaching assistants. Written work, practical activities and work produced on the computer will all be marked.

PURPOSE OF MARKING WORK

To improve learning;

To encourage pupils;

To raise expectations;

To help pupils to understand when they have to correct work;

To inform parents and staff of pupils' performance;

To show the work has been read.

GUIDELINES FOR MARKING AT NORTH RIDGE

1. Colour of pen

Red pen should not be used. Green pen is preferred.

2. Comments on writing

Comments should be readily understood- clear printing, symbols can be used. In most cases staff maybe annotating work rather than marking (e.g. work completed with assistance from required verbal prompting). The pupils may also receive a stamp saying "well done".

They will also be provided with guidance on how to improve their work or why it is of a high standard.

3. How frequently should we mark?

- When pupils are using a skill that has only just been introduced, this will be reflected in the marking.
- Marking each piece of work presented should give the message to the pupils that we have high expectations.
- Marking should be done regularly and as soon after work is completed as is realistic for the staff involved.

4. When does marking take place?

It should take place in the classroom where the pupils can be involved if necessary and on the same day as the activity is carried out.

5. Involvement of pupils.

Pupils need to be involved in the marking process. Pupils will be encouraged to self-assess their work prior to marking. Teachers will know which pupils can cope with returning to a piece of work after some time.

6. Grades, symbols, stickers, certificates

The rewards given to the pupils will vary according to the appropriateness for the age group and level of cognitive ability.

7. Parental involvement

The method of marking will be explained to parents/ carers when they look at their child's work at parents evening.

8. Recognition by other staff

Work is shared in class teams by all the staff. Good work is shared with the Heads of Department, Deputy Head Teacher or Head Teacher prior to receiving certificates.

9. How do parents share work?

Parents share work at parents' evenings, annual review meetings, through our online learning platform or via the home-school diary, as and when appropriate. They have an opportunity to comment on the pupil's work at the annual review meeting and annual report.

10. Consistency

We hold termly teachers meetings to compare marked work and moderate against The National Curriculum

B.K. Aug 2021