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**2023-2024**

**Heaton School Policy Record**

**Assessment & Marking Policy Agreed at:**

**Teaching & Learning Committee**

**Signed and Approved by:**

**Headteacher --------------------------------------------- (Signature)**

**--------------------------------------------- (Name)**

**--------------------------------------------- (Date)**

**Chair of Committee--------------------------------------------- (Signature)**

**--------------------------------------------- (Name)**

**--------------------------------------------- (Date)**

**To Be Reviewed: Autumn 2024**

**Designated person: Jonathan Curtis, Headteacher**

**Assessment and Marking Policy**

This policy aims to provide clear guidelines on our approach to formative and summative assessment, establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents while clearly setting out how and when assessment practice will be monitored and evaluated

**Objectives**

In our school, we believe that assessment practice should:

* Contribute to raising students’ progress and self-esteem
* Link seamlessly and sequentially to the curriculum
* Challenge each student to achieve their best
* Celebrate the achievement and progress of each student
* Be purposeful and useful
* Be easy to understand and clear to follow
* Be meaningful to students, teachers and parents/carers
* Inform planning and teaching
* Give students a key role in evaluating their own achievements and progress
* Contribute to raising students’ literacy and numeracy levels
* Enable progress against EHCP targets to be reported on

**Method**

These will be achieved through:

* Formative assessment of student learning and progress carried out daily during lessons. This will be through observations and/or assessment of students work
* Summative assessment using subject specific assessment frameworks. Each subject has an assessment markbook associated with the curriculum
* Ongoing teacher assessments of students’ progress and achievement using Evidence for Learning and/or evidence from students work files to record progress against Learning outcomes and targets.
* Twice yearly parent’s meetings. In Autumn Term targets will be shared with parents and reviewed in the Summer Term.
* Termly ‘Learning Journey’ reports to be shared with students and parents. These will be shared on the evidence for learning parent App.
* Termly IEP targets monitored throughout the curriculum.From Mar 2024 these will be kept on Evidence for Learning
* Monitoring and evaluation of student progress to identify areas for improvement by curriculum and assessment area leaders.
* For Duke of Edinburgh qualification

**Overview**

* The assessment process is coordinated at a whole school level by SLT, in close liaison with Subject leaders.
* Challenging targets are set by teachers, recognising that our students have very small steps of progress and targets may take longer periods of time to achieve.
* Students are baseline assessed in year 7 (and/or when they arrive at school) in all assessment areas.
* Each students level is re-evaulated at the start of every school year and Expected outcomes are identified. These outcomes are reported on at the end of the year.
* Assessment is carried out by all teachers according to the outcomes identified in the curriculum. Where applicable accredited learning is also recorded and assessed to inform of student progress.

**Recording Student Progress …**

**Within the Core curriculum:**

* Each student has individual work files which contains a chronological record of students work throughout the academic year. Work within files is marked and assessed against relevant assessment criteria using the agreed marking criteria as outlined in Appendix 1.
* Where relevant teachers record evidence using Evidence for Learning.
* At the end of each term teachers assess student progress using the relevant markbook on Evidence for Learning.

**Within the Sensory curriculum:**

* The majority of evidence is recorded using Evidence for Learning.
* Individual work files provide a record for some student work and assessment against learning targets.
* At the end of each term teachers assess student progress using the relevant markbook on Evidence for Learning.

**Baseline and Expected Outcomes**

Students entering Year 7 will be baseline assessmed by the end of their first half term at Heaton School within all curriculum areas.. This will give them the opportunity to settle into their new environment and ensure that staff are able to make accurate judgements on their ability. All students who enter school mid-year will have a completed baseline assessment by the end of their first term at Heaton.

At the beginning of the academic year teachers establish baseline and expected outcomes for each all students. Teachers record this information on individual marksheets within Evidence for learning.

This information will be sent home in November as part of the reporting process and is outlined in the first of two parents evenings (held in the Autumn term)

Progress against Expected Outcomes is monitored through three separate marksheet assessment points during the year (once every term).

Progress is shared within EHCP reviews and/or end of year reports.

**What is Expected Progress?**

Our aspiration is that students make the equivalent of 1 sub level progression each term (using the Emerging, Developing and Secure scale)

However, expectation is differentiated according to the student and at the teachers discretion.

Levels of progress are monitored closely by Curriculum coodinators on a regular basis to ensure that under challenge is avoided and that expectation is reliable and correct. Where appropriate appropriate interventions are put into place to support students should under performance be a concern.

**Monitoring Student Progress**

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A learner journey is distributed to parents at the end of each term. This document provides an overview of termly progress within the curriculum

Work files will include:

* marked student work (marked against learning objectives/ targets) for each subject area
* Examples of ‘value added’ achievement
* Reference to evidence of IEP targets
* Assessment marksheet overviews

Evidence for Learning ‘captured’ evidence will include:

* Photographic and video evidence - recorded and evidenced against learning target/ objective
* Clear reference where subject target has been attained (using subject tag)
* Reference to level of support provided (using agreed code – see appendix)
* Level of prompt
* Method of response
* Duration of response
* Frequency of response

Assessment markbooks:

* Each term class teachers update the assessment markbooks on Evidence for learning. Data pertained from updates is then used to inform curriculum leads of progress and / or gaps in attainment.
* Action plans/ termly reported are produced by teachers/ leaders for students who are underachieving and/or requiring additional support and these are evaluated on at least a termly basis.
* Students’ work is scrutinised across the curriculum on a twice termly basis (led by SLT) to ensure that assessment is carried out in line with the school’s policy and that they are used effectively to help teachers improve students’ learning.

**Internal moderation**

* To assess and ensure consistency in standards, progress and quality of learning, assessed pieces of students’ work from student work files or those on EFL are moderated.
* Cross-curricular moderation meetings are held on a twice termly basis.

**External Moderation**

Heaton School are members of the GM moderation group. A member of staff from SLT attends this meeting on a half termly basis to enable Heaton school’s assessmed work to be quality assured. Students work is moderated externally (working with other Special school’s in the Manchester area) and feedback given to staff.

**Internal Formative Assessment**

Effective in-school formative assessment enables:

* **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
* **Teaching Assistants** to work as part of the class team to support the teacher inassessing progress made by students
* **Therapists** to identify student progress to specific targets set through therapy programmes
* **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
* **Parents** to gain a broad picture of where their child’s strengths and weaknesses lie, and what they need to do to improve

Teachers' planning will contain clear learning objectives (linked sequentially to the curriculum) for individual students within the context of the programmes of study.

There is a clear focus on understanding the student’s current ability and their targets.

**Feedback**

We recognise it is essential to ensure that students understand their achievements and know what they need to do to make progress. Teachers and TAs provide students with (mostly) verbal feedback (at an appropriate level) to ensure students have an understanding of their progress and their ‘next steps’

**Self-Assessment and responses to teachers’ comments**

At all times, students are encouraged to reflect upon their achievements in order to recognise where they have been successful, boost their self-esteem and know how to move forward. This is done through ongoing questioning and dialogue with staff. Communication tools are utilised as is appropriate (see appendix)

Other specific strategies include:

* Celebration by class staff to enable students to recognise achievement
* Self-assessment of tasks with teacher providing the criteria, adapted to the needs of the students.
* Peer/student comment by communication methods adapted to the needs of the students.

**Internal Summative Assessment**

Data pertained from subject assessment markbooks is acquired using Insights for Learning.

This data is used to inform leaders of overall school progress and/or areas for improvement.

At Heaton school we believe that effective in-school summative assessment enables:

* **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
* **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
* **Teaching Assistants** to support the teacher to evaluate the learning and identify areas for development
* **Therapists** to evaluate progress made to specific therapeutic targets
* **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve at an appropriate level of understanding for the individual
* **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

**Reporting to Governors**

Members of the SLT monitor individual student progress through Learning Conversations and Lesson visits, and termly student progress monitoring.

The Head Teacher is responsible for assessment, recording and reporting and will prepare a report for governors at FGB Meetings termly. This will contain information regarding overall student progress across the school, alongside considering progress made by different cohorts of students including by LAC & Pupil Premium. Furthermore, we recognise that in the context of a special school it is essential that we consider optimum progress for individual students.

**Statutory Assessments**

All students in the school have an Educational Health Care Plan with identified educational outcomes set for each Key Stage. Where possible, teachers link IEP targets to the EHC Plan and evaluate these targets on a termly basis. Through Annual Reviews, the school meets the statutory yearly requirements of reviewing the EHC Plan.

# Roles and Responsibilities

**Governors linked to subject:**

Governors are responsible for:

* Being familiar with the school’s system of non-statutory assessment and how this captures the attainment and progress of all students
* Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

**Headteacher**

The Headteacher is responsible for:

* Ensuring that the policy is adhered to
* Monitoring standards in all subjects
* Analysing student progress and attainment, including individual students and specific groups
* Prioritising key actions to address underachievement
* Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

The Subject Leaders are responsible for the overall quality of assessment throughout the school. They ensure the policy is adhered to by teachers by…

* Monitoring and auditing student progress both on a termly and day to day basis
* Monitoring standards in all subjects
* Checking IEP targets
* Monitoring evidence inputted onto Evidence for Learning
* Addressing key actions with individual staff and TAs

**Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy.

# Monitoring

This policy will be reviewed annually by the teaching and learning committee. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed.

The Headteacher will monitor the effectiveness of assessment practices across the school, through:

* Moderation
* Work scrutiny
* Learning Conversations and Lesson Visits
* Student Progress Monitoring