



Crookhey Hall
School

ASSESSMENT POLICY

December 2016

'The main plank of our argument is that standards are raised only by changes which are put into direct effect by teachers and pupils in classrooms. There is a body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards. We know of no other way of raising standards for which such a strong prima facie case can be made on the basis of evidence of such large learning gains'.

Inside the Black Box by Paul Black and Dylan Williams

1. Rationale

At Crookhey Hall School we believe that assessment provides the basis of informed teaching, helping our pupils to overcome difficulties and ensuring that teaching builds upon what has already been learned. It is also the means by which pupils understand what they have achieved and what they need to work on. Our assessments are inclusive of all abilities.

Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests. It creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the pupil's continuing progress. Formative assessment is intended to inform teaching and learning – what matters is that it is acted on.

Summative assessment is important for accurate information regarding a pupil's attainment and progress. It informs whole school target setting and prediction of a pupil's future attainment.

2. Aims and Objectives

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual pupils

- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each pupil linked to their Education, Health and Care Plan or Statement of Special Educational Needs
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To enable parents to support their child's learning by providing them with regular information
- To provide the information that allows the senior leadership team to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards.

3. Principles that Inform our Assessment

We at Crookhey Hall strive to provide an effective assessment system that gives reliable information to parents and carers about how their child, and their child's school, is performing, which:

- Allows meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents and carers
- Provides information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- Differentiates attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling
- Are reliable and free from bias.

This drives improvement for pupils and teachers by:

- Improving the quality of teaching
- Ensuring feedback to pupils contributes to improved learning and is focused on specific and tangible objectives
- Produces recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

Ensuring assessment directly evaluates pupils' knowledge and understanding of curriculum requirements helps to create a virtuous circle of teaching and assessment. Crookhey Hall will use assessment to better serve the needs of pupils and promote a higher quality of teaching, learning and assessment, to:

- Enable learners to understand their strengths and weaknesses, their achievements and their targets, and to be actively engaged in their own learning
- Enable staff to know their pupils well as learners, and to monitor progress and forward plan for both individual learners and groups
- Give staff the language they need to describe achievement and progress, enabling engagement in a constructive dialogue with each other, with learners and with parents and carers.
- Give a framework within which the senior leadership team can monitor and evaluate the impact of the schemes of work being taught, the effectiveness of individual teachers and the progress made in subjects and themes.
- Give school leaders a comprehensive and accurate picture of achievement and progress across the school, which can inform curriculum planning, self-evaluation and performance management.

Crookhey Hall will also and particularly want its approach to assessment to:

- Provide a transparent and evidence based picture of learner progress in relation to behaviour and personal development, which is often if not always the starting point for wider progress. The school collects data from Sleuth which clearly identifies specific types of behaviour relating to learning, conduct and emotional development. This data allows Crookhey Hall to set effective targets for individual pupils to work towards. For pupils deemed to have more complex needs and, in particular those relating to developmental issues, the school uses a Speech and Language Therapist and Educational Psychologist to inform the planning of appropriate provision for individuals. This information may be shared with external professionals such as Wellbeing, Prevention and Early Help services if additional input is needed
- Describe comprehensively the “baseline” at which pupils, who have joined our school, start and based on this chart and report, to parents, carers and Local Authority, the progress made by each pupil. This will take into account literacy, numeracy, emotional and cognitive development
- Form a view on what represents good progress by comparing the progress of our pupils with within the other pupils within our school and other schools in the group
- Gather together all diverse evidence available of learner development; ranging from external examinations to in-class observations; from data on attendance and physical interventions to pupil self-evaluations about attitudes and achievement
- Inform the IEP process and show progress in relation to the Statement of Special Educational Need or Education, Health and Care Plan
- Not only show academic progress but also pupil progress including communication skills, social skills, physical development, resilience and independence, accounting for

the amount of effort a pupil puts in to enable all staff to see academic and personal progress in relation to each other

- Enable all staff, who engage with pupils, to contribute to the learning and assessment process; recognising the influential role of care workers, education support staff and therapy staff alongside teachers.

4. Assessment – Stage by Stage, in Relation to the Learner’s Journey

a. **On entry** to Crookhey Hall school and within 6 weeks, a baseline is established which takes into account and/or tests for:

- Education, social, medical history –including prior learning (SATs etc.), attendance, exclusions, emotional and social background, any safeguarding issues, agency involvement
- Any Statement of Special Educational Needs or Education, Health and Care Plan
- Current attainment as a minimum in the core subjects of English and Maths
- Assessments using Access Reading Test and Access Maths Test. This gives a baseline on literal comprehension, vocabulary, inference and analysis and the seven areas of mathematics including using and applying. This information is interpreted by the SENCo and may be used to inform Educational Psychology involvement
- If information from a previous provider suggests the possibility of literacy difficulties, an initial Read, Write, Inc assessment is carried out.

b. Targets and planning

Once the baseline stage is complete and realistic targets are set for progress across the curriculum phase:

- A plan or plans (IEP, positive handling and risk assessment) are established which identify priority development issues, sets targets for them and says how they will be addressed. These plans are interlinked. They are shared appropriately with parents/carers and the SEND team at the Local Authority
- All staff involved in teaching or support for our pupils are made aware of the care and academic needs of that pupil and the targets that have been set for them. This information is updated regularly in the pupils’ plans and disseminated during staff meetings

c. On an **on-going** basis:

- Planning is used to ensure all pupils are given the opportunity to know, apply and understand the matters, skills and processes specified in the relevant programme of study and to accommodate the pupils ability and special educational needs but by no means all of it

- Teachers update Classroom Monitor and Sleuth
 - Assessment information is available to all staff. This information is increasingly being used to routinely update plans or to instigate interventions
 - Pupils meet with their key worker at least once per term. IEP targets as well as academic targets are discussed with the pupil
 - Staff illustrate current progression by means of wall displays and through “next steps” marking and feedback which is a key feature of Assessment for Learning
- d. At key moments of **transition** (end of year/annual review, key stage):
- There is a review of progress against targets set and in relation to pupils’ ability
 - The review will be comprehensive, covering both learning and behaviour and involve all key staff
 - Parents/carers and other key professionals are invited to a Review Meeting to discuss achievement, behaviour and what has contributed to or impeded these together with a discussion and agreement about the next steps.
 - The pupil will be engaged in the review and forward planning for the next phase.
 - The annual review process now involves data from both Classroom Monitor and Sleuth which informs the content of IEPs
 - Pupils are asked for their views for their annual reviews. Pupils are invited to attend the review in person.

5. Assessment for Learning in the Classroom

Good assessment for learning in the classroom is a powerful way of raising pupils’ achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

At Crookhey Hall School we use a range of strategies for assessing our pupils. We:

- Assess the performance of the pupils at all stages of the lesson by use of mini plenaries, adapting and refining the learning process where necessary
- Provide pupils of all ages and abilities the opportunity to ask questions, learn, make progress and reach their full potential

- Ensure questioning stretches the thinking of all pupils and provides opportunity for thought and challenge
- Identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons and any appropriate intervention can be organised in consultation with the SENCO
- Adjust plans to meet the needs of all pupils, differentiating learning objectives where appropriate
- Ensure pupils are aware of the learning objectives and encourage them to evaluate their progress so that they understand the next steps they need to make
- Set individual, challenging targets in Maths and English on a regular basis and discuss these with the pupils so that they are actively involved in the process
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative in accordance with the marking policy
- Give pupils the opportunity to respond verbally to their teacher's evaluation of their learning and behaviour

For assessment as outlined above to be successful and worthwhile certain other features need to be in play:

- Effective tracking of progress through subjects (using Classroom Monitor) and personal development, taking account of classroom behaviour, response, attendance and punctuality
- Planned opportunities for moderation within and across subjects and with partner schools, based on systematically collected evidence
- Planning for the subject or aspect of learning will be clear about what we are assessing against, what the strand of progression or assessment focuses are and what the steps of progression in relation to those strands of focuses will be
- Short and medium term planning will identify what aspects of learning are to be assessed in a particular lesson or group of lessons
- Emotional, social and behavioural development will be a key focus, with a shared understanding of what this means. This will be modelled on the QCA document "Supporting School Improvement: Emotional and Behavioural Development".

6. Roles and Responsibilities

The Head teacher and Senior Leadership

- Have overall responsibility for the monitoring and evaluation of pupil progress and achievement
- Monitor the school processes for assessing pupil performance on a regular basis
- Ensure that judgements about assessment are regularly made, moderated and recorded and that evidence of pupil achievement is kept
- Report regularly to Acorn Care and Education on pupil performance
- Ensure that the SEND departments of Local Authorities, parents and carers receive timely reports on pupil achievement
- Ensure that all pupils have identified a teacher or keyworker who can work with them on a timetabled basis to review progress and plan ahead
- Chair Annual Reviews.

The SENCO (or senior leader with SENCO responsibilities)

- Carry out an initial baseline assessment of all pupils, and for annual assessment thereafter using Access reading and maths tests
- Based on that assessment, Sleuth and on subsequent progress data, work with staff to develop IEPs and other plans that inform classroom teaching and interventions
- Has overall responsibility for Sleuth, Classroom Monitor and for baseline assessments
- For pupils who require additional support seek advice from SALT or Educational Psychologist
- Hold regular reviews of targets set in IEPs and other plans, which take into account the range of evidence available of academic and personal progress, and disseminate to teachers and support staff
- Arrange for regular reports on pupil progress, feeding into the statutory annual review process. This should include a pupil view.

Class Teachers

- Ensure assessment underpins all lessons, objectives and plenaries and feedback to learners
- Give pupils opportunities to reflect on their learning and understand what progression means in that subject
- Offer regular written feedback which is positive, explicit about what has been achieved and about next steps
- Monitor and evaluate pupil progress in their subject/class, using this as the basis for planning of future learning
- Monitor and evaluate pupil progress in the classes they are responsible for, working with subject teachers to use the findings to inform planning
- Be aware of and assess both academic and personal progress
- Report on pupil progress in IEP reviews or reports.

Support Staff

- Be aware of the learning plan for the lesson and their specific role within the lesson, e.g. working with a target group or specific individuals
- Be aware of the assessment objectives for the group or individual that they are working with
- Record pupil performance in the lessons, as directed by the teacher, for later discussion and planning for learning
- Be aware of and assess both academic progress and personal progress (including progress in relation to behavioural targets as recorded in their Positive Handling Plan).
- Contribute actively to periodic reviews of progress for learners.

External Support Staff (eg Educational Psychologist / Speech and Language)

- Contribute to the baseline/admissions (and internal referral) process, and take the lead on diagnostic assessment in relation to any therapeutic matter
- Play a part in the target setting process, and offer guidance to other staff on how they can support any therapy-related target
- Conduct clinical interviews and assessments of pupils' presenting psychological problems and carry out psychological risk assessments as need arises
- Conduct appropriate observation assessments in class, on trips, gym and other living-learning settings and occasionally with parents/carers.
- Contribute to regular integrated reviews offering their perception of progress and associated evidence
- Provide reports to, and be part of, the annual review process.

Pupils

- Be able to offer their own views of progress when they join school and at reviews
- Know what their own targets for development are and understand how they are going to work towards them
- Play an active part in assessing themselves and each other during lessons and at the end of units of work
- Be ready to discuss with identified staff their achievements, difficulties and attitudes to learning
- Make their statutory contribution to the annual review process.

Parents and Carers

- Respond to periodic reports provided by the school, sharing their perceptions of progress made and identified areas for development
- Be aware of key targets for development set through the annual review process, and contribute as actively as possible.

Local Authorities

- Provide as much relevant information as possible of the learner's prior attainment, background, learning and behavioural difficulties when they join the school
- Play an active part in periodic reviews of progress
- Be ready to facilitate additional support (e.g. CAMHS) when a need has been identified during the review process or at any other such time during the school year.

7. Review

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit. The policy will be revised in line with the new action plan targets set.