

# KINGSDOWN SECONDARY SCHOOL

## ASSESSMENT POLICY

### Introduction

Kingsdown Secondary School believes that regular and robust AfL (assessments for learning) are essential tools necessary for ensuring successful teaching and learning. Pupils should be at the heart of our assessment policy. Assessment enables pupils to understand where they are in their learning and to understand what they need to do next. Assessment provide pupils with the opportunity to work in partnership with the teacher and pupils should expect a variety of achievement to be recognised and celebrated. Assessment should enable pupils to review their progress with staff on an ongoing basis. Immediate assessments should involve consistent use of plenaries, soliciting feedback from pupils and evaluating every lesson to ascertain the occurrence of learning. Assessment should take into account the special educational need of the pupils.

Staff at Kingsdown feel it is important to have a comprehensive induction test including an assessment of pupils' personal and social development and their behaviour to enable us to see how we can best help new pupils in their learning. The object of this exercise is:-

1. to establish as far as possible the individual learning style of the child
2. to ascertain where a pupil is currently in their learning
3. to identify any gaps in learning caused by fractured educational experiences
4. to enable informed planning and target setting
5. to establish a baseline from which progress and value added can be ascertained.

The results gained from any type of assessment are useful for four main audiences:-

- Government/Ofsted/LA (used to judge the school)
- Parents/Carers
- Teachers/How well are we/I doing?
- Pupils – how well am I doing? What do I need to do to improve? (AfL)

Kingsdown uses both summative and formative assessment

**Summative Assessment** – is where all pupils are assessed to see how much learning has taken place at the end of a unit/ term/year. This can take place by either by a written examination, a verbal test or a tape recording (music).

**Formative Assessment** – is where progress is assessed along the way. For example, pupils are given oral feedback, written work is marked or a practical activity is discussed. Teachers at Kingsdown also have a duty to assess the personal social development and behaviour of all pupils, which takes place every term.

**Internal Formal Assessment** – is where exams take place within the school, with a formal setting.

**External Assessment** – is where an outside agency assesses the pupils. For example, GCSEs.

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At Kingsdown we recognise that it is easy to lose sight of national norms and we will therefore make use of externally set and moderated examinations whenever appropriate especially at the end of a Key Stage.

All assessment strategies are designed to encourage pupils understand where they are at, both in terms of academic achievement and behaviour and what they need to do to improve. We do not see assessment as a way of failing pupils and further demoralising them.

## **ASSESSMENT FOR LEARNING (AfL)**

Assessment for learning at Kingsdown is based on the 10 principles of assessment for learning to guide classroom practice provided by QCA which we feel are particularly appropriate for our setting.

### **To foster motivation**

Students with significant educational needs have the greatest anxiety about the value of their achievement. Assessment should emphasise the progress pupils have made in terms that a pupil can both understand and appreciate. It should focus on the individual student and their achievements rather than in comparison with others who may be of a different stage in their own learning. This should include feedback that is face- to- face and immediate. From this basis, a pupil is more likely to listen to constructive advice on how to meet the next challenge and so learn to take risks in a secure environment.

### **To help learners know how to improve**

Pupils need explicit feedback on the steps that they are following and how to move along these steps. They need specific statements about their current strengths, but also the new skills and knowledge they might acquire to move to the next level.

Through this process, students will be able to plan ahead and so develop a longer term view about learners. They will develop from individuals enjoying a single process of learning to one of a continuous progress and achievement.

### **To promote understanding of goals and criteria**

All students need to understand what is it that they are trying to achieve. Teachers need to tell their pupils what the point is in a lesson or module that is being studied and what the expected outcomes will be so that they can judge if the planned goal has been achieved. In this way the pupil can become more autonomous in the learning process. At the same time, students need to exert their own influence on planning so that they can set goals in aspects that they value.

### **To develop a capacity for self-assessment**

Students with additional learning needs have difficulty standing back and forming judgement about what have been done. They have a limited vocabulary to describe their actions and analyse the value of these actions. They also find it problematic to use this information about past performance to influence future actions. All students need to reflect on how well they have done and why. They will be enabled to move towards greater independence as learners if they are more included in the process that judges how successful they have been

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## **To be part of effective planning**

There should be formal arrangements across the school and within each class for both the pupil and teacher to come together to gain information about progress being made. In this way it is more likely that future planning would be influenced by what has gone before and both teacher and student will be more prepared for what is to come. These formal arrangements will make it clear how the student is to take part, to receive feedback and to make their own contribution to future plans.

## **To use data to help students know how to improve**

The school has a target setting arrangement for all pupils which is used to determine the overall progress of pupils. The history of an individual's achievement is recorded on a profile sheet and each achievement is given a numerical value. The sheets are collated into year groups and the data is translated into trends in progress. Each subject leader analyse the data to predict expected outcomes. The subject leaders then use the information to set individual and whole school targets for improvement.

## **To focus on how students learn**

The process of learning has to be in the minds of both teacher and pupil. It is usually accomplished by establishing their learning styles and incorporating it in their learning. Students are assessed and the assessment outcomes are shared with them.

## **To employ modern technology to provide feedback**

Assessment is a means of showing students what they say and do in the classroom. The more information they are given about past performance the more likely they are to have improved performance in the future. Most EBD students have difficulties recalling what they have learned and how they learned it. Capturing students work using visual means helps them to see what they have done and can refer to it anytime in future.

Special schools have been in the forefront of good practice that has included students in an active participation in the assessment of their progress. The voice of these students has been heard during consideration of future goals. Precise targets have been set according to their own expectations.

The principles associated with assessment for learning are keys to raising standards. It contributes to the debates on "Every Child Matters" and personalised learning.

## **The role of teacher in assessment:**

In the context of AfL at Kingsdown all teachers should

- Recognise that *all* pupils can improve, every child matters.
- Plan opportunities and strategies to help pupils to understand the HOW of learning as well as the WHAT;
- Appreciate that good assessment is an essential part of the teaching and learning process through reflection, dialogue and action planning;

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- Be aware of the emotional impact of comments, grades and marks and give regular oral and written feedback that is positive and constructive, recognising achievements as well as being developmental, and that focuses on the work that has been produced, rather than on the person;
- Understand learner motivation by emphasising progress and achievement rather than failure and avoid comparison with others;
- Be clear about a learner's strengths and how to develop these, their areas for improvement and the next steps needed for them to make progress and share these with the learners;
- Encourage independent learning by enabling students to take charge of their learning though developing their skills of reflection, self- assessment and their capacity to identify next steps;
- Praise progress and reward achievement through comments and the school's praise and reward systems;
- Recognise that assessment for learning should be used in all areas of educational activity and that it should enable all learners to achieve their best and have their achievements recognised.
- Make it fit for purpose, varied and use it to inform future planning and teaching.

### **To make feedback to pupils effective teachers should ensure that:**

- Pupils are clear about what is expected of them and what they can expect from the teacher. Pupils should expect the feedback they receive to explain what they have done well with reasons, and where and how they can improve and for it to be as soon after the completed work as possible.
- The learning objectives and learning outcomes are used as the benchmark for the teacher's oral and written feedback. They should be shared and made clear to the pupils in advance of attempting the task.
- They comply with the school's marking policy (see Appendix A)

**Pupils should receive regular and detailed feedback on their work**, which is constructive, informative and focused, so that they understand how they are progressing and what steps they need to take to improve. Oral feedback will be the most frequent and interactive form of feedback in their lessons.

- Feedback should be given for different purposes such as correcting an error, providing information, organising, challenging, confirming and moving on, crystallising next steps or encouraging reflection.
- Advice on "next steps" is clearly explained in accessible language and where possible, SMART and appropriate for the highest attainers as well.
- Feedback also includes comments from peers and from self- assessment as well as from teachers. Pupils need to be shown how to assess and evaluate their own and their peers' work. Feedback also involve teachers receiving feedback from pupils about their learning
- **All work should be acknowledged**, using the school's effort grades but some selected work at least twice each half term (for subjects with more than one lesson a week) and once a half term for those with one lesson a week, is given more detailed quality marking, written comment and feedback on "next steps". It also prompts further thought and reasoning and is interactive. Time is given to enable the pupils to read and respond quickly to the feedback. There should be planned opportunities for providing oral feedback in lessons to groups, pairs, individuals and the whole class and quality feedback on selected pieces of written work.

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**Literacy Across the Curriculum allows all teachers** to support pupils' literacy development across the curriculum by focusing on the school's cross curricular targets and commenting on and giving advice on ways to improve pupils' written and oral communication.

**Departments should give a high priority to assessment for learning and ensure that:**

- Schemes of work (medium and long term plans) include regular opportunities for
- developing assessment for learning and providing quality feedback to pupils;
- Staff and pupils have access to, and discuss, portfolios of work and exemplars of work from the school, exam boards and QCA,
- teachers monitor and moderate their summative assessments for consistency;
- they review the progress of different year groups annually (with reference to baseline assessment, gender and ethnicity) with tests, assessments and examinations and adjust the curriculum in response to these findings; look at the balance of time for different activities in relation to pupil performance and alter as necessary, for example time for coursework or for aspects of examinations;
- they keep abreast of e-learning developments within assessment;
- they maintain departmental records of assessments.

**Recording and reporting assessments should be consistent and effective. Teachers must:**

- Keep detailed records and regularly review pupils' base line data( ½ termly), their effort, attainment, strengths and areas for development, as well as their completion of classwork and homework, lesson attendance and lesson punctuality. Subject teachers where pupils have two or more lessons each week should complete a minimum of at least two formal assessments against either NC levels or GCSE Level criteria each term and communicate these to the students as portfolio pieces and a minimum of once a term, where there is one lesson a week. They should make these records readily available to other staff and the headteacher
- Use their subject knowledge, records and departmental portfolios and take into account all relevant criteria when making summative assessments about pupil.

## **ASSESSING BEHAVIOUR AND PERSONAL AND SOCIAL DEVELOPMENT**

At Kingsdown we believe it is important to assess pupils' progress towards their behaviour, personal and social development (PSD). We acknowledge that to some extent this is subjective but we use a PSD and Behaviour profile which is based on the QCA 'Criteria for measuring emotional and behavioural development'. This profile is completed shortly after entry using data received from previous educational settings as well as our own early observations. It is then repeated at regular intervals to inform target setting as well as enabling us to measure progress.

<https://orderline.qca.org.uk/bookstore.asp?FO=1169421&Action=PDFDownload&ProductID=9781847210142>

## **TRACKING AND MONITORING PUPIL PROGRESS**

Subject teachers are responsible for tracking and monitoring pupil progress in their subjects. They will set termly targets for pupils so that pupils are clear about what is expected of them. Teachers will write reports on at least a termly basis (more frequently where reports are

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required for IEP, statement and other reviews) which will comment on progress and next steps as well as measures to be implemented where progress is inadequate.

Tutors are responsible for tracking and monitoring pupil progress towards behaviour and PSD targets and will comment on progress in the termly and other reports.

A central tracking and monitoring sheet will monitor pupil progress in the core subjects, reading, spelling and attendance. Teachers will be asked to send their current assessments of pupil levels (GCSE grades after May half term of Y10) for inclusion in the spreadsheet. The spreadsheet will be Red, Amber, Green (RAG) rated so that areas of concern can be seen at a glance. The results will be discussed at full staff meetings so that all staff are aware of areas of concern and can work collectively to address inadequate or slow progress. The central sheet will be available for consultation by all staff in the general staff area.

It is difficult to be precise about a definition of 'adequate' progress in a Special school setting. However we would expect that pupils without identified learning difficulties will make more rapid progress than in a mainstream school where group sizes are larger and pupils' behavioural needs are not as effectively addressed and so will be looking for 1 NC sublevel progress per term. Some pupils however will not be able to make such rapid progress due to a combination of academic and personal reasons and modified expectations will be reflected in their targets.

## **VALUE ADDED**

We expect pupils to make progress during their time at Kingsdown. We only 'add value' if pupils make better than expected progress. We do not have access to Raise on Line or other Value Added data so we have created our own scoring system.

The Kingsdown Value Added system looks at pupil's attendance, improvements in their behaviour and PSD, reading age, achievement of targets and positive progression as well as improvements in academic attainment. The system requires robust baselining procedures so that the measured improvements over time are reliable. The data is contextualised to take account of pupils' home and personal circumstances.

The scoring system means that pupils who only make expected progress score 0. Pupils who make good progress get a +ve score and conversely pupils who do not do so well will get a -ve score. More details about the system can be found in the Value Added documentation. Once the system is embedded it is hoped to use it to set targets for the whole school.

This policy was developed collectively by all the staff following INSET in January 2009. It will be reviewed in January 2010.

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## APPENDIX A

### Marking and Recording Policy

Pupil's work must be marked regularly and accurately and up to date records of the pupil's progress maintained. Pupil's work should be checked regularly and comments added to show what might improve his/her work. However staff should avoid demotivating students by over-correcting or making pupils feel their book is not their own. In some cases it may be helpful to put comments on post-it notes so that pupils feel their work has not lost its integrity. Positive comments should be added where appropriate and merit stickers can be given – these can be very motivating especially to KS3 pupils. End of term tests should be marked as soon as possible after completion

### Marking

The following aspects of students' work should be marked.

1. Books, worksheets, projects etc...
2. Tests
3. Coursework
4. Oral work where appropriate

Attention should be paid to the following areas:

- a) Whether the work is complete or not.
- b) Accuracy
- c) Detail
- d) Presentation

- Books should be marked on a regular basis and at the end of every piece of 'completed' work
- Each student should receive constructive criticism of their work and be set targets for further development and improvement.
- Sensitivity should be applied when marking the pupil's work.
- Written comments and oral feedback should communicate clearly to the individual student and his/her parents/guardians his strengths/weaknesses and his level of performance.
- Work should be returned promptly to students.
- Teachers should discuss marked work with the pupils so that they understand why things have been marked as they have been (see AfL)

### Guidance for marking

- |    |  |
|----|--|
| √  | Correct  |
| X  | Wrong/incorrect  |
| Sp | Spelling mistake. Underline the word in red (pupils are used to this from the computer). Only correct the Key Words identified to the pupil. |

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<b>P</b>	Punctuation mistake. Circle the mistake in green (as per the computer).
<b>?</b>	Poor expression or grammar – underline in green
<b>--^--</b>	Pupil has missed out a word or phrase
<b>N.F</b>	The work is incomplete and the pupil is expected to finish the work.

Corrections – it is up to the teacher to decide what pupils should correct and how this should be done. On occasions this may involve redrafting the whole piece of work, on other occasions pupils may be asked to write out the correct spellings 3 or 5 times. If the work is word processed they should be encouraged to correct on screen.

## Good practice to be encouraged

- a) Each piece of work should have a date and a title which should be underlined.
- b) Writing in full sentences using capital letters and full stops
- c) The pupil should echo the question in the answer instead of copying it out.
- d) Correcting spellings.
- e) Writing a conclusion backed up with evidence.

## Homework

At Kingsdown we believe that the setting and marking of homework is an essential part of the teaching process and that completing homework is an essential part of the learning process. Pupils should be encouraged to understand that the regular completion of homework extends and deepens their learning, helps them to establish good study habits and helps them to become independent learners. Homework also helps the teachers know what pupils know, can do and understand when unaided. Teachers will set homework every week and send it home to parents with the weekly reports.

All students who complete homework will be awarded credits for effort. Additional credits may be awarded for good quality work. However we recognise that for many of our pupils homework is an anathema and we will not punish pupils for non completion as experience shows that this is counter productive.

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## APPENDIX B

### PERSONAL, SOCIAL AND BEHAVIOURAL DEVELOPMENT

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## 3. Only interrupts and seeks attention appropriately →

	Appropriate classroom behaviour	6	5	4	3	2	1
<b>Positive Behaviour</b>	Sits and behaves well	<b>Negative Dimensions</b>					
<b>6 Always</b>	<b>5 Often</b>	<b>4 Fairly Often</b>	<b>3 Sometimes</b>	<b>2 Usually</b>	<b>1 Rarely</b>		

## LEARNING BEHAVIOUR

	Shows self control	6	5	4	3	2	1
<b>1. Is attentive and has an interest in school work.</b>	Keeps hands and feet to self	6	5	4	3	2	1
	Attentive and listens	6	5	4	3	2	1
	Remains on task	6	5	4	3	2	1
	Able to concentrate	6	5	4	3	2	1
<b>4. Is physically peaceable</b>	Copes with freedom	6	5	4	3	2	1
	Interested in most work	6	5	4	3	2	1
	Starts tasks promptly	6	5	4	3	2	1
	Non aggressive to staff	6	5	4	3	2	1
	Motivated to complete tasks	6	5	4	3	2	1
	Non aggressive to pupils	6	5	4	3	2	1
	Confident with work	6	5	4	3	2	1
	Alert, responsive and keen	6	5	4	3	2	1
	Walks away from conflict	6	5	4	3	2	1
	Good attendance and punctuality	6	5	4	3	2	1
	Good control of temper	6	5	4	3	2	1
<b>3. Is an effective communicator.</b>	Good communication skills	6	5	4	3	2	1
	Respects school building	6	5	4	3	2	1
	Contributes to discussions	6	5	4	3	2	1
	Respects own property	6	5	4	3	2	1
	Speaks coherently	6	5	4	3	2	1
	Trustworthy	6	5	4	3	2	1
	Able to alter voice, pitch, tone appropriately	6	5	4	3	2	1
	Respects property of others	6	5	4	3	2	1
<b>TOTALS</b>	<b>POSSIBLE 68</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

## EMOTIONAL BEHAVIOUR

	Organisation	6	5	4	3	2	1
<b>1. Is socially aware</b>	Works independently	6	5	4	3	2	1
	Seems with less structure	6	5	4	3	2	1
	Maintains a reasonable pace	6	5	4	3	2	1
	Gets on a secure with others	6	5	4	3	2	1
<b>4. Seeks help when necessary</b>	Establishes relationships	6	5	4	3	2	1
<b>2. Has empathy</b>	Asks and waits for help	6	5	4	3	2	1
	Tries to solve problems	6	5	4	3	2	1
	Empathises with others	6	5	4	3	2	1
<b>5. Is able to work in a group</b>	Group show appropriate emotion	6	5	4	3	2	1
	Listens to other points of view	6	5	4	3	2	1
<b>3. Is emotionally stable and shows good self control</b>	Controls emotions in a group	6	5	4	3	2	1
<b>TOTALS</b>	<b>POSSIBLE 138</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

## CONDUCT BEHAVIOUR

	Manages feelings & disappointments	6	5	4	3	2	1
<b>1. Behaves respectfully towards staff</b>	Wants to accept punishment	6	5	4	3	2	1
	Respectful and polite	6	5	4	3	2	1
	Accepts responsibility for own behaviour	6	5	4	3	2	1
	Responds to requests	6	5	4	3	2	1
	Speaks appropriately	6	5	4	3	2	1
	Generally happy & cheerful	6	5	4	3	2	1
<b>2. Shows respect to other pupils</b>	Generally confident with high self esteem	6	5	4	3	2	1
<b>TOTALS</b>	<b>POSSIBLE 102</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>GRAND TOTAL</b>	<b>POSSIBLE 408</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	Interacts well socially	6	5	4	3	2	1
	Keeps to themselves	6	5	4	3	2	1
	Respects views and rights of others	6	5	4	3	2	1
	Peacefully co-exists with others	6	5	4	3	2	1

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## APPENDIX C

### MARKING

You have the right to have your work marked regularly so that you know what you have done right and know what you need to do to improve. Teachers may grade your work with a National Curriculum level or a GCSE grade and may comment on your effort. They will also use these symbols

√	Correct
X	Wrong/incorrect
Sp	Spelling mistake. The word is underlined in red
P	Punctuation mistake. The mistake is circled in green
?	Poor expression or grammar – underlined in green
--^--	Word or phrase missed out
N.F	The work is incomplete and you must finish it.

