

Assessment Policy at Hadrian School

1. Our Vision

Together we make a difference.

At Hadrian School the input into our children's learning is the very best it can be, so the progress made by that child, whatever that may be, is the very best the child could have made.

2. Introduction

Assessment provides essential information about pupils' success in achieving curricular and personal aims – it measures what they achieve as opposed to what they have been taught. A co-ordinated consistent approach to assessment and record keeping is vital in order to show progression through the school and to facilitate multi-professional teamwork. It enables staff to recognise individual pupils' strengths and weaknesses in all areas of development so that teaching can be directed to foster strengths and tackle weaknesses.

Assessment directly involves pupils and is a continuous and on-going monitoring of their responses with regular and frequent feedback for them. It is an integral part of the teaching and learning process. It is concerned with revealing information about each pupil's performance, irrespective of the performance of others. Pupils, parents and all appropriate adults are involved in the assessment process.

Record keeping is an on-going process, which supports assessment; it provides evidence of pupil's achievements and forms the basis for future curriculum planning. The relationship between assessment, planning and record keeping forms a coherent process, which reflects all aspects of pupil development.

3. Aims

- To have a fluid assessment framework that can be used to suit all learners from entry to exit
- To demonstrate children's individual learning journeys through school, reflecting on their ipsative progress
- To recognise positive achievement, to enhance motivation, commitment and self-esteem
- To enable our children to demonstrate what they know, understand and can do in their work
- To help our children understand what they need to do next to improve
- To allow teachers to plan learning and activities that accurately reflects the needs of each child and ensure each pupil's individual needs are being met as effectively as possible
- To ensure each pupil has access to a broad, balanced, differentiated and personally challenging curriculum

- To provide information for pupils, parents and staff about what children have learnt and achieved
- We recognise English, Communication & Interaction, Cognition & Learning, PSHE & SEMH and Thrive as being the areas of most relevance to our pupils' needs and this is reflected in their PLP assessment and evidence
- To provide the Leadership Team and Governors with information that allows them to make judgements about the effectiveness of the school and the quality of education.

4. Toolkits

Personal Learning Profile's:

Every child has a Personalised Learning Profile which we use to assess their progress through individualised outcomes designed to address their Education, Health Care Plan. These are based on their Long Term Outcomes, broken down to Medium term Outcomes and further to Short Term Outcomes, if appropriate. We recognise the importance of every child's individual progress and learning journey – therefore, we focus on their ipsative assessment and compare their progress against themselves to allow for articulation of their spikey presentation.

Thrive:

Children's regulation and Mental & Emotional Health and Well-Being are targeted using the Thrive approach with outcomes designed to address elements of their EHCP. We record their profiles and monitor progress against outcomes which directly impact their mutual and/or self-regulation and presentation.

SCART:

For children accessing subject specific study, we also refer to the Newcastle SCART as an additional Assessment Toolkit. This is used to assess children's progress in:

a. English

- i. Reading,
- ii. Writing,
- iii. Speaking, and
- iv. Comprehension.

b. Maths

- i. Number,
- ii. Shape, Space, Measure and Statistics, and
- iii. Using and Applying.

c. Science

- i. Average

5. Triangulation

We use a variety of sources to quality assure our assessments and the quality of education. This is a simple but robust process that ensures the children's progress is the very best it can be.

Assessment Information – PLPs:

PLPs are created with specific links to children's EHCPs.

Teachers are aware of children's progress and are continually inputting into their PLPs to demonstrate achievement, challenge and support. They are aware of individuals' strengths/development areas and particular interventions. Teachers work very closely with class staff to create outcomes that are appropriate and addressed by the whole team. Class Staff work collaboratively with Multi-Disciplinary Professionals to ensure EHCP outcomes are reflected in children's PLPs.

Assessment Leader is responsible for the whole school's assessment data which is used to inform our School Evaluation Form and School Development Plan.

Pupil Progress Review Meetings will ensure accuracy and quality of teacher judgements.

Learning Observations:

We pride ourselves with the knowledge that our Quality of Education is to an outstanding standard. There are frequent Learning Observations completed by both SLT and peers to maintain these high standards ensuring children are receiving the best possible teaching to the curriculum and addressing EHCPs.

Work & eBooks / Learning Journals:

We cross reference children's assessment information with work and/or e/books to validate that not only are children working towards outcomes, are being challenged, but are also attempting to transfer skills across a broad and balanced curriculum.

Moderation:

We strengthen our Triangulation process by completing our moderation events to maximise effectiveness and validity.

6. Pupil Involvement

Pupils are encouraged to participate in the outcome setting process so they can take ownership of their learning to support their life long goals. Staff and parents often act as advocates for children who are unable to do this. We encourage pupils to know and understand their outcomes and why they are working towards these and what their desired end points will be. Furthermore, pupils are supported to contribute to the EHCP process by attending the meeting and completing a PowerPoint Presentation, outlining their views achievements, strength and weaknesses.

We value pupil involvement in planning their day, evaluating their own learning and monitoring their progress towards achieving outcomes. Each class recognises the importance of pupil/staff dialogue and class group recognition as a means of raising pupil self-esteem, promoting motivation to learn and as an entitlement for each child. All classes are currently developing further ways to support pupils in being able to identify how well they feel they have understood what they have been learning. (i.e. using 'traffic light system' 'smiley faces' etc).

The following strategies are also used across school to involve pupils in thinking about how well they are doing:

- Feedback that leads pupils to recognise the next steps in a task (annotated and verbal).
- Using open questions to encourage pupils to explore their own ideas and think ahead.
- Challenging pupils to describe their work and their reasoning.
- Asking pupils to communicate their thinking through use of drawings, symbols, photographic sequences and writing activities.
- Involving both staff and the pupil in reviewing and reflecting on previous work.

See Marking Policy for further information on how children are involved in this process.

7. Parental Involvement

We continually encourage parents to be involved in the Assessment Process at Hadrian School, we frequently enquire about what areas are a priority for development and how we can support them with their child. Parental Involvement varies, but we have some who offer outcomes they would like us to work on. With our online portal, 'Class Dojo,' parents can receive live media and annotation about what their child is doing and how they can support them at home. There is also the option for parents to upload media/annotation as well.

A parent/teacher meeting is offered once a year to discuss pupil progress and add parental contributions. In addition, there will be an Annual EHCP review meeting.

We will provide information to parents in a clear and appropriate way about assessment; child's starting – current – end point.

We will ensure that:

- EHCP reports are completed by teachers prior to the pupils' EHCP meeting
- End of Year reports will also be completed by the teacher for parents' information
- Parents have access to all school records and all forms of record keeping, keeping them up to date with their child's progress
- Parents will be made aware of the progress their child has made towards achieving outcomes set
- Parents and children have access to all their own school generated curriculum records
- A record of achievement will be prepared with each pupil at their exit point.

8. Evaluation

The Head Teacher is ultimately responsible for the Whole School Process, who is supported by the Deputy Head Teacher and Assessment Leaders who oversee and implement the Hadrian Assessment Policy.

We are constantly evaluating our Assessment Policy to ensure it is at the highest possible effectiveness to support children's learning and demonstrate progress. We firmly believe in our Assessment Policy and the model we employ but appreciate there will always be improvements to be made, of which we try to incorporate as we continue to develop. Our practice allows us to reflect on the Assessment Policy and amendments will be made as suitable/appropriate.

Hadrian School continually strives to be at the forefront of research and innovation, which leads to an evolving policy and strategy to ensure the input into the child is the best it possibly can be allowing the output from that child to be the best it possibly can be.

Confirmation that the Assessment Policy in respect of Hadrian School has been discussed by the Governing Body:

Signed by:

Chair of Governors: _____ Date: _____

Head Teacher: _____ Date: _____

Agreed at the Governing Body Meeting on: _____

Minute Reference: _____