

# EMILY DAVISON SCHOOL

## ASSESSMENT & MARKING POLICY



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## 1. EXECUTIVE SUMMARY

At Emily Wilding Davison School, we focus assessment of children's progress on our curriculum which is based on the areas of learning outlined within the current **SEN Code of Practice**. Our approach is underpinned by the principles of Quality First Teaching, building in formative and summative assessment approaches and analysis of information gathered. Emily Wilding Davison School Curriculum and Assessment procedures are then personalised to meet the needs of each child.

- Cognition –ability to learn, level of understanding
- Communication and Interaction - vocabulary and social communication skills
- Social, Emotional and Mental Health - recognition and use of coping strategies
- Physical and Sensory - recognition and use of regulation strategies

The development of basic skills, cognition and emotional/physical development are at a level appropriate to each child through differentiated and experiential teaching; using play, enjoyment, and fun to engage every child in their own learning. We use a variety of assessment practices daily, and at key times during half terms to determine:

### **Engagement in learning**

### **Learning understood (Gaps/misconceptions)**

### **Progress Made & Tracking Performance**

### **Target Setting**

### **Monitoring**

## 2. RATIONALE

At Emily Wilding Davison School we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to do to improve further. The Learning Environment is responsive to meet the needs and interests of each child.

We implement a personalised curriculum based on the areas of learning outlined within the SEND Code of Practice, following the principles of Quality First Teaching and adapted to meet the individual learning and development needs of each child.

On arrival, students are baselined in literacy and numeracy. This gives an initial assessment of where each child is at and allows us to create a bespoke learning programme and pathway for each child.

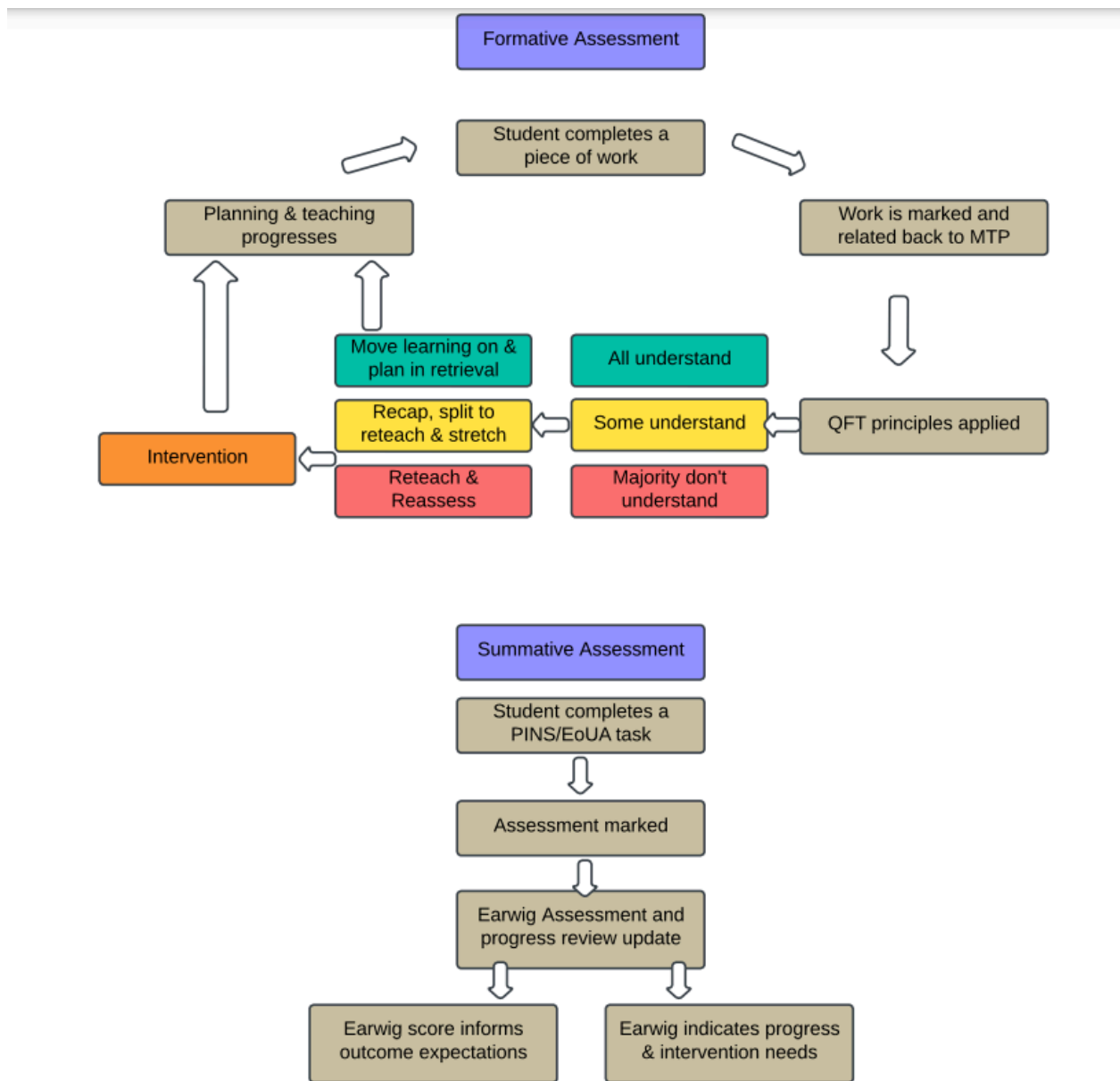
*Formative assessment* creates a positive learning environment where teaching staff ensure that students understand what they have learned and the next steps necessary for their own success and, where appropriate, they are actively engaged in assessing their own progress. Close observations by teachers/staff also supports assessment judgements. This enables teachers to set appropriate and sequential work at the level necessary to ensure continuing progress.

*Summative assessment* is important in gathering accurate information regarding a child's attainment and progress. This informs whole school and individual pupil target setting, ensuring that high expectations are set for every child and that their learning enables them to progress at a level appropriate to their individual needs.

### 3. AIMS OF EMILY WILDING DAVISON'S ASSESSMENT POLICY

- To understand what students know
- Know where students are in their learning and what they are ready for next
- Identify any gaps or misconceptions that students have in their learning
- To raise standards of achievement for every child throughout school.
- To ensure that every child enjoys their learning and makes appropriate and realistic progress throughout their time in school.
- To maintain accurate records of the achievements, attainment and progress of individual children and cohorts of children throughout school.
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child.
- To enable the active involvement and engagement of children in their own learning.
- To enable teachers and other professionals to use assessment judgements to plan learning that accurately reflects the needs of individual children.
- To provide regular information for parents/carers that enables them to support their child's learning.
- To provide the information that allows school leaders and Governors to reflect on the quality of the curriculum; make judgements about the impact of the teaching pedagogy within the provision and to evaluate the school's performance against its own previous attainment, over time and, against national standards.

4. IMPLEMENTATION OF ASSESSMENT AIMS AT EMILY WILDING DAVISON SCHOOL



Examples of assessment tools/supports in appendix 1.

**Actively involving learners where appropriate:**

- Stating intended learning, providing a reference for pupil's self-assessment & discussion.
- Ensuring that, as far as possible, all pupils are involved in setting their own targets and objectives and in assessing these at the end of each planning block (using the

- progress review template - appendix 1).
- Eliciting evidence of pupils learning. Use of Summative & Formative assessment approaches
  - Encouraging pupils to be owners of their own learning through self-assessment and other methods.
  - Enabling learners to comment on each other's work, in a positive way, offering their views and advice.
  - Live marking and specific assessment for learning work books. Addresses misconceptions, provides immediate feedback and promotes stretch and challenge questions.
  - Moderating work in structured meetings in school and with other schools and advisors - ensuring quality and accuracy of teacher and student assessments
  - Moderation exercises are carried out using a structured formula; supported by a guidance document.

#### **Helping plan the next learning steps by:**

- Informing long, medium and short term planning.
- Providing an overview of a learner's progress through formal assessment procedures.
- Optimising the professional expertise and experience within school and accessing complimentary multi-professional support.
- Including objectives, set by multi-professionals, within an Intervention Plan, which may include a teacher of the hearing impaired, Speech Therapist, Physiotherapist and/or Occupational Therapist
- Use of Earwig assessment tool to inform pathways into KS4

#### **Illuminating qualitative & quantitative aspects of learning:**

- Demonstrate a learners' understanding of a theme by the appropriateness of their achievements relative to his/her assessed capability, e.g. setting challenging targets that stretch children but which are achievable.
- Analysis of statistical data for the individual learner and in assessing overall school performance.
- Pupils have projected termly targets

## **5. TARGET SETTING AND IDENTIFYING GOOD PROGRESS**

Historically, there has been limited available guidance on what constitutes 'good progress' for

learners with SEND. We have therefore purchased and developed a bespoke assessment package within the Earwig evidence tool, which enables us to track achievements, increased knowledge and skills and set targets in line with our high expectations. This combined with our SEMH data (THRIVE profiles, EHCP reviews, behaviour analysis and attendance) demonstrates the impact of our support for pupils who start with an extremely low baseline, and yet, manage to make progress. Progress is particular to the individual learner in consideration of their learning needs and other significant factors.

Defining '*good progress*' of children and young people with Special Educational Needs and / or Disabilities is complex for a number of reasons:

- a) Generalisations can be unreliable. This is particularly the case with children and young people with degenerative conditions, where good progress might be maintaining the status quo.
- b) Small cohorts or small percentages of learners working below National Curriculum tests make comparisons unreliable.
- c) Much of the data used, in creating comparisons, is based on teacher assessments because many learners are working below standardised test levels. Accurate analysis of this data is therefore dependent on accurate teacher assessment.
- d) Baselines will be varied so, expected and beyond expected results, will also vary for each individual learner.

In response to these difficulties, we believe that it is important to evaluate progress bearing in mind the individual circumstances of learners, whilst being aware of what OfSTED or others define as good progress.

At Emily Wilding Davison School, pupil performance is often well below expectation on entry and progress is not always in line with national expectation - due to sustained periods missed in education.. Performance targets are set on an individual pupil basis, acknowledging national expectations yet remaining realistic and aspirational. Progress against targets is tracked utilising a range of formative and summative measures and triangulated; then discussed, through professional dialogue, to ensure that evidence-based judgements are secure.

#### **What does understanding progress enable us to do at Emily Wilding Davison School?:**

- Achieve the best possible outcomes for individual children
- Raise expectations of practitioners, families and young people, contributing to closing the current attainment gap.
- Enables us to identify accurate baselines and plan appropriate intervention targets.
- Identifies appropriate learning programmes that will raise learners' self-esteem and contribute to the reduction and prevention of behavioural difficulties.
- Set appropriately challenging targets for our learners.
- Contributes to raising school performance and achieving outstanding practice.

## 6. TRACKING AND ANALYSING PERFORMANCE

### Tracking Performance

For some learners, progress can present as atypical or uneven. They may not make linear progress, but progress may be lateral where they may apply existing skills to a broader range of contexts.

### Observations & book monitoring, planning and assessment cycle

#### Formative Assessment

Intended learning is shared with the students as part of everyday practice. They are given the opportunity to talk about how they have been successful and given constructive feedback.

Observations of adult led learning are recorded on an observation of learning proforma or in pupil books where appropriate.

Feedback through marking focuses on what the children can do and have achieved. - see marking code in appendix 2.

Each half term children engage in their own progress review, and are supported to reflect on their learning from the previous half term - demonstrating retained knowledge and enabling teachers to spot any gaps or misconceptions to revisit. They make comments about their learning which are recorded as part of their progress review. Progress reviews combine all aspects of their development - EHCP, behaviour & attendance, attainment - see appendix 3.

Each term parents are invited to share the progress review as part of our parent partnership day; sharing this reflection, work in books, discussing targets and how they can support at home.

Our curriculum follows the National Curriculum, broken down into bite size chunks of learning.

Intended learning for each session is shared with the students.

Success criteria are shared with students and are used to assess learning.

Within lessons, questioning, discussion and sharing of good work take part of everyday practice.

Evidence of learning is presented in student work books, photographs and through annotations on planning.

Practitioners give verbal feedback and praise during the learning. As far as possible, books are marked with the student present; setting next steps and eliciting self-assessment where appropriate.

### **Summative Assessment**

Summative assessments are made each term and tracked to evidence pupil progress. (October, February and May). These, combined with information gathered from ongoing formative assessments are recorded against framework descriptors within Earwig (with linked evidence) to attain a projection of potential future attainment.

All students are assessed against the KS3 & KS4 National Curriculum

Each half term students complete a PIN assessment (Positive, Improve, Next Steps) mid point assessment and an end of unit assessment to inform summative judgements.

KS4 complete scheduled GCSE mock exams in November and February and Functional Skills exams are taken on demand when a student is prepared for the relevant level.

Key pieces of evidence are collated termly for each student, that demonstrates their learning and progress. Where possible they are involved in choosing their evidence and evaluating the learning that took place.

Reading & Phonics assessments using Star Reader and Read Write Inc. are completed as part of initial baseline assessments and at regular points to plot intervention until catch up completed.

ELKLAN speech and language assessment from trained members of staff supplement tracking and assessment practices.

Thrive; social, emotional and mental health assessments are carried out each termly by class teams and individually for one-on-one intervention where appropriate.

### **Target Setting**

Targets are set against each area of the code of practice each year and reviewed termly using the Progress Review maps.

Baseline information is collected in the first half term of entry for new pupils and data is reviewed upon transition between class groups.

Each term October, February and May, targets and intervention are identified.

### **Qualifications and Outcomes**

Students are able to access the following qualifications at levels appropriate to where they are in their learning:

Entry Level

Functional Skills

GCSE

NCFE Short and Full courses

AQA Unit Awards

BTEC

ABC awards

ASDAN certificates

## **7. MONITORING AND REPORTING AT Emily Wilding Davison SCHOOL**

### **Monitoring at Emily Wilding Davison School**

Regular monitoring of planning, delivery and assessment are completed by SLT & MLT, findings are disseminated to all staff. Additionally coaching and peer monitoring take place to support the development of practice. Summative assessments are standardised within departments.

All monitoring is tracked on an annual log. This identifies all leaders' roles within monitoring, along with quality assurance moderation - involving governors and other appropriate stakeholders.

**Moderation** plays an essential role in assessment processes at Emily Wilding Davison School. Being confident in the judgements about pupils' development means that we can be confident in what we assess the pupil's abilities to be, and the targets that we set them in the future.

### **Reporting at Emily Wilding Davison School**

Reporting not only fulfills legal requirements but also is a vital part of our relationships with the learners, parents, governors, other schools and the wider community, serving to support and promote learning. Reporting is seen as a whole school process and all staff work together to communicate with appropriate audiences.

1. Reporting to Parents/Carers
  - Annual written reviews and review meetings - EHCPs
  - Discussion with parents arising from 'open door' ethos
  - End of year reports
  - Learners sharing achievements publicly and via school newsletters

2. Reporting to Governors
  - Head Teacher's report to Governors
  - Governor visits
  - Updates shared by leaders a sub committee meetings
3. Reporting to the Wider Community
  - Exhibition and celebrations of learning events
  - At additional Advisor (SIP) meetings with LA approved Officers
  - School Self-Evaluation Form (SEF)
  - Parent Partnership and other events
  - School newsletter
  - Emily Wilding Davison School website

## **Responsibilities**

It is the responsibility of all teachers to provide the highest quality teaching for our students. It is the responsibility of SLT and Subject Developers to monitor the quality of the Assessment within their subject area and to offer support as required.

The Senior Leadership Team are responsible for monitoring the quality across the school and to identify where development is needed.

Governors have a statutory duty to monitor that the processes are in place and that the school is addressing students' needs.

### *Disability and Equality Access*

The school's planning and assessment considers the needs of individuals in accordance with the governing body's participation with the Disability Equality Scheme.

## **Review**

This policy is to be reviewed by Teaching & Learning SLT members bi-annually and any amendments brought to the attention of The Governing Body for discussion and approval.

The policy documents of EWDS are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.


## Appendices

### Appendix 1 - Assessment documents

- [baseline template](#)
- [progress review map](#)
- List of Earwig frameworks - See Earwig Academic platform
  - KS3 Core Subjects - Eng, Math, Science
  - KS3 Foundation Subjects - Art, PSHRE, History, Geography, Design & Technology, PE, IT
  - KS4 Core Subjects - Eng, Math, Science
  - KS4 - Foundation Subjects - PSHRE (NCFE), Art (GCSE Fine Art, GCSE Photography, Arts Award), PE (NCFE), IT (NCFE Digital Literacy, NCFE ITQ), WILD, Home Cooking BTEC, Food Hygiene
- [Intervention log](#)
- [THRIVE profile - explanation of profile & score](#)

- Appendix 2 -

## Marking Codes



Symbol	Meaning	How to correct
C	Capital letter is missing	Re-write the word with a capital letter.
//	New paragraph is needed	Think about the structure of your work. Have you change the topic, time or speaker
Sp	Spelling Mistake	Look up the spelling in a dictionary. Write one correct spelling in the margin/below your work 3 times
P	Punctuation is incorrect or missing	Re-read your work to find out what punctuation is missing. . , ; ? !
V	Vocabulary	Could you use a more ambitious word?
G	Grammar	Check your writing makes sense. Is the tense correct?
✓	Good point	You have mad an interesting/correct point
✓ ✓	You have made an excellent point	Exceptional use of language/subject terminology