All statements regarding Hopewell School should be read as covering Hopewell School and

motorvations@hopewellschool.

Assessment Policy

Introduction:

In producing this policy we have followed the recommendations in the Final Report of the Commission on Assessment without Levels (September 2015) and in line with the "Purposes and Principles of Assessment without Levels".
   (https://www.gov.uk/government/publications/commission-on-assessment-without-lvels-final-report)

We believe that Assessment, Learning and Teaching are part of the same continuous process.

Aims and Principles of Assessment

To ensure that:

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education
- High quality, in depth teaching, is supported and informed by high quality formative assessment
- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively
- There is always a clear purpose for assessing and assessment is fit for its intended purpose
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning
- Assessment supports informative and productive conversations with pupils and parents
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to improve
- Assessment is inclusive of all abilities
- A range of assessments are used including "Day to Day In-School Formative Assessment", "In School Summative Assessment" and "Nationally Standardised Summative Assessment".

Key objectives

Using formative assessment to inform teaching, and providing for the learning needs of all pupils	Typical methods of formative assessment include: • Question and answer sessions • Targeting questions • Ongoing observations • Opportunities for pupils to make their learning visible, for example, on mini-whiteboards • Discussions between staff working with groups of pupils • Verbal and written feedback
Recording pupils' skills, knowledge, abilities and achievements using consistent methods and approaches across the school	We ensure consistency in teacher assessments by: • Agreeing details of criteria • Moderating with SLT termly • Joining local authority (LA) moderation activities • Discussing consistency in planning sessions • Feeding back
Giving constructive feedback to pupils in a range of ways that enable them to have an active role in identifying their own learning needs and how to make progress	Pupils are involved in contributing to their short-term targets by: • Discussing areas of development • Keeping targets visible to pupils • Reminding pupils of their targets and discussing progress towards them
Using a systematic approach for informing parents of their child's progress and giving advice on how to support learning at home	We inform parents of pupils' targets by: • Meeting with parents informally and formally • Sending parents half termly written reports • Reguarly sending home pupils' targets
Systematically monitor and evaluate pupils' progress on an individual and school basis, and use the results to plan for improvement	The senior leadership team (SLT) are responsible for ensuring that: • Assessments are maintained consistently, and teachers are given advice and support in maintaining them • Assessment information is used to evaluate provision and improve practice through feedback and advice, and also improve attainment
Involving staff in the process of assessment and informing them of the outcomes	To support staff, we: • Provide training in assessment processes and appropriate software (Classroom Monitor) • Provide relevant documentation • Give feedback to individuals or groups through monitoring activities • Provide opportunities for staff to identify their own training needs through the appraisal process

Sharing information about pupils' attainment	Information about individuals is restricted under our data protection policy to:
	• School staff on a need-to-know basis, i.e. for the purposes of teaching
	• The receiving school when pupils leave
	• Referring Local authorities
	• Professionals who work with the school for advisory purposes

Recording and tracking Progress

The expectation is that assessment is a continual process to secure learning and support effective planning of teachers. The following sets out the processes and procedures recording and tracking the progress of our students.

Hopewell School reports students progress to parents and carers every half term. The reports need to be populated with the most recent assessments. Formative assessments need to be recorded in Classroom Monitor on a regular basis. Summative assessments can also be recorded in Classroom Monitor to aid teachers in their overall assessments of students progress. **The reported achievements of the student should always be the Teacher assessment score generated by Classroom Monitor.**

Below is a table summarising the stages of pupil achievement that can be generated in Classroom Monitor:

Core Subjects

Year 1 Stage 1	1 Beg	Year 3 Stage 3	3 Beg	Year 5 Stage 5	5 Beg	Year 7 Stage 7	7 Beg	Year 9 Stage 9	9 Beg
	1 Beg+		3 Beg+		5 Beg+		7 Beg+		9 Beg+
	1 dev		3 dev		5 dev		7 dev		9 dev
	1 dev+		3 dev+		5 dev+		7 dev+		9 dev+
	1 Sec		3 Sec		5 Sec		7 Sec		9 Sec
	1 Exc		3 Exc		5 Exc		7 Exc		9 Exc
Year 2 Stage 2	2 Beg	Year 4 Stage 4	4 Beg	Year 6 Stage 6	6 Beg	Year 8 Stage 8	8 Beg	Exceptional	Exc.
	2 Beg+		4 Beg+		6 Beg+		8 Beg+		
	2 dev		4 dev		6 dev		8 dev		
	2 dev+		4 dev+		6 dev+		8 dev+		
	2 Sec		4 Sec		6 Sec		8 Sec		
	2 Exc		4 Exc		6 Exc		8 Exc		

Other subjects

Key Stage 1	1-2 Beg	Lower Key Stage 2	3-4 Beg	Upper Key Stage 2	5-6 Beg	Key Stage 3	KS3 Beg
	1-2 Beg+		3-4 Beg+		5-6 Beg+		KS3 Beg+
	1-2 Dev		3-4 Dev		5-6 Dev		KS3 Dev
	1-2 Dev+		3-4 Dev+		5-6 Dev+		KS3 Dev+
	1-2 Sec		3-4 Sec		5-6 Sec		KS3 Sec
	1-2 Exc		3-4 Exc		5-6 Exc		KS3 Exc

Framework for pupil performance

Targets for students

Targets will be set for students to make age appropriate progress in their curriculum coverage. **Target Stickers should be used on the front cover of books and folders.** They will identify where you aim the pupil to have reached by the end of each half term. Use the grades in Classroom Monitor.

Our pupils arrive at Hopewell School almost always having had a disrupted and relatively unproductive educational experience. Many arrive having been excluded from other schools have been regarded as unteachable when they join us. Our overriding aim is to re-engage them positively in education. Considering this we have decided to evaluate our pupils educational performance as follows:

Amount of Progress	Evaluation of Progress	Action
Making more than age appropriate progress curriculum coverage (i.e. More than one stage of coverage per year)	Outstanding Progress	- Look to extend on site curriculum - Seek off site courses for pupils - Investigate possible placement in mainstream
Making age appropriate progress curriculum coverage (i.e.One stage of coverage per year)	Good Progress	- Look to extend on site curriculum - Seek off site courses for pupils
Making less than age appropriate progress curriculum coverage (i.e.Less than one stage of coverage per year)	Unsatisfactory Progress	Meeting between SLT and teacher (s) to put in place additional support for the pupil. May involve other professionals.

Marking Policy

Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at Hopewell School.

Rationale

Hopewell School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

Research shows that marking is an important factor in pupil learning, so this policy is crucial for Hopewell School. The 'Effective Marking' model, which we subscribe to states: 'Imagine what a difference it would make if all children knew what they were good at and knew what they needed to do to improve'.

At Hopewell School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression. Principles of Effective Marking

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular, at least every third piece of work marked in detail and every piece seen
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.

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- Be consistently followed by teachers and TAs across the school in line with the Effective Marking and Feedback policy
- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning objective
- Positively affect the child's progress.

Procedures

- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback.
- Link marking to targets: individual Special Educational Needs and Disabilities
  – (SEND) groups, layered targets, etc. as appropriate.
- Acknowledge verbal comments and praise with the appropriate symbol from the code.
- Give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.
  Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.

Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess and provide feedback.

1. **Verbal Feedback**
   This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children.
   A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done. A VF symbol should be used to acknowledge verbal feedback has been given.

2. Success Criteria Checklists

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate. Example for older children:

Success Criteria Checklist	
Learning Objective: To practice writing a formal letter	
1. First paragraph: explain what your letter is about	
2. Use at least 2 different connectives	
3. Include no more than 2 rhetorical questions	
4. In the last paragraph, summarise your main points and demand compensation	

3. Peer Marking

Wherever it is appropriate, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners'. Children should be trained to do this and ground rules set and displayed (See Appendix 2), such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a comment(s) in another child's book in a different colour pencil, which is then initialled.

4. Quality Feedback Comments

Personalised Quality Feedback Comments should be used frequently in all subject areas to extended learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria. 'Correct' work is highlighted in green and areas for development are highlighted in yellow, with a corresponding written prompt. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Useful "Closing the Gap" comments are:

- *A reminder prompt – e.g. "What else could you say here?"*
- *A scaffolded prompt- e.g. "What was the dog's tail doing?", "The dog was angry so he…", "Describe the expression on the dog's face".*
- *An example prompt – e.g. "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes"*

Time is then given for the child to respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further

Marking Codes

Marking codes are available to inform pupils so they understand the meaning of feedback. These should be stuck in pupils' books and be displayed in the classroom.

Where the full marking code is not appropriate for individual pupils a reduced marking code should be

agreed between staff who are working with that individual pupil, working on the principal that the purpose of marking is to inform pupils and support them with their learning. An example of a reduced code is included in this policy.

In particular cases where individual pupils have limited communication skills, do not understand written feedback and are individually supported with their learning, an alternative approach would be to give verbal feedback to pupils and record in staff planning what has gone well and the verbal feedback that was given.

Assessment and Marking

- **Target stickers –** these should be used on the front cover of books and folders. They will identify where you aim the pupil to have reached by the end of each half term. Use the grades and levels in Classroom Monitor.
- **SITRA –** these should be used at least every 2 weeks and when a piece of work is completed.

Strengths	What strengths are evident in the work? Positive comments based on the LO, passed work, presentation or effort. E.g. "Good answer to Question 1, you showed how the character was thinking".
Improvements	What improvements could be made to the work. Presentation and "Mechanics" (Spelling, grammar etc.) But more importantly, focussed comment on Learning. E.g. "You need to compare what the two characters were thinking".
Targets	From the improvements, clear, short manageable target (s) outlining what the student needs to do next. E.g. "Compare two points of view using a table before you write your answer".
Response	Student response about the marking – usually a written comment. Could be a discussion with the teacher, recorded as bullet points. E.g. "I can see that if I want to raise my grade I need to compare two points of view".
Action	Clear evidence of what has been done or will be done as a result of the marking. This may take the form of a plan or proposal. E.g. "I will use the table and then include the results in my answer".

Monitoring

Marking and Feedback will be monitored half-termly by the Senior leadership Team and will form part of our annual monitoring cycle on Formative Assessment and Assessment for Learning.

Review and Evaluation of the Policy

The policy will be reviewed every two years, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Policy Reviewed on: 30th May 2018

Policy Reviewed by: Susan Mayo

Ratified by Governors: *Date to be confirmed*