

Priory Hurworth House School



Assessment and Marking Procedure

'Inspiring for success'

Hurworth House is unique, we strive to bring inspiration, present endless possibilities and nurture innovation. We recognise and celebrate individuality, developing all aspects of our young people's characters in order to fulfil their ambitions

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Procedure for:		Assessment and Marking & Literacy			
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ASSESSMENT AND MARKING PROCEDURE

Assessment, recording and reporting procedures fulfill the requirements laid down in the Education Reform Act 1988 and the Education Act 1981 (relating to students with special educational needs).

Philosophy

Assessment is integral to teaching and learning. At Priory Hurworth House School it is viewed as a continuous process, with coherence and progression; it is central to curriculum planning, the organisation of teaching and is built into schemes of work. Essentially it helps the school and teachers to plan and deliver effective learning to students.

We believe that verbal feedback and constructive marking help raise standards. These strategies form the most useful and powerful on-going diagnostic record of achievement. Feedback and marking makes tracking of learning objectives and outcomes for individual students on a day-to-day basis manageable and feeds onto the next cycle of planning for teaching. It is also an extremely effective medium for ensuring that the students are aware of their own progress and how they can improve

Aims

At Hurworth House our feedback and marking policy, is shared with both adults and students and:

- Creates a dialogue between the student and teacher/support staff or other adults
- Ensures continuity for the student as she moves through the School
- Signals areas of achievement/areas for development to adults and students to inform future planning
- Aims to raise the achievement and self-esteem of students by providing them with prompt, regular and diagnostic feedback about their work

Assessment in our school supports effective learning by:

- Accurately identifying and tracking progress across key stages 2-5.
- Supporting effective partnership working with students to develop individual plans, share aims,

objectives and criteria for assessment with students resulting in students understanding starting and expected end points of progress

- Raising expectations of success and accentuating the positive and celebrating success across and beyond the statutory requirements of the National Curriculum
- supporting students in reviewing their experiences, identifying their strengths and weaknesses to enable them to make decisions and plan future action
- assisting students to recognise, articulate and value their achievements helping students to develop the skills necessary for self-assessment, evaluation and self-management

The types of assessment we use:

- **Criterion referenced assessment:** Each student's achievement is judged against specific subject Age related outcomes (ARO) criteria. Reliability and validity are assured through processes such as internal and cross moderation.
- **Formative Assessment:** feedback / marking relates to objective / success and highlights gaps targets for learning. Age related outcomes (ARO) assessment x3 per term is used to inform the summative assessment.(see work books)
- **Summative Assessment:** Totals taken from formative / criterion assessments x3 Age related outcomes (ARO) assessment at end of each term demonstrates the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme, and which contributes to the final mark given for the module. Annual summative statements inform progress judgments on attainment.
- **Diagnostic assessment:** reflective deep learning conversations / evaluations of learning. Like formative assessment, diagnostic assessments are used to improve the learner's experience and their level of achievement. However, diagnostic assessment looks backwards rather than forwards. It assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. It is often used before teaching or when a problem arises. Prior attainment is used as a diagnostic measure.
- **Ipsative assessment-** next step marking against their own previous performance. Reward point allocations use Ipsative assessment trends to correlate with effort, to promote effort-based attributions of success, and to enhance motivation to learn. Performance is ragged to make a comparison against the student's average attainment, against their best work, or against their most recent piece of work

Our Assessment structure

We assess children's learning continuously in a variety of ways; in- class activities, as a whole class, in groups, as individuals. We also use testing; class tests, national tests and a range of other testing methods and activities. This ensures that learning is personal and effective in ensuring the highest standards and expectations for the children. We believe that thorough assessment is key to learning and should be driven from the curriculum.

Our reporting on assessment has now changed in line with the Government requirements on 'life without levels'. We have worked closely with other educational establishments to develop the best

possible system for our school. We have developed an assessment system that tracks progress against age related outcomes.

We **measure progress** termly from starting school to leaving school. Age related outcomes (ARO) assessments are completed by teachers three times a term. We use the following statements to determine progress against coverage:

- **Emerging =1, Developing =2, Securing =3 and Mastering =4.**
NB / For transitions (new students) we will note a **visiting** statement.

In order to determine the statements above are met we require students to complete three pieces of work to secure each judgement awarded. The final third collation forms the summative assessment for the term.

How we calculate annual progress

In the majority of subjects, progress will be determined based upon the level of sub level progress over an academic year. The table below shows the criteria used:

sub level progress	Rates of progress
<ul style="list-style-type: none"> • 1 sub level progress – Below expected • 2 sub level progress – expected progress • 3 sub level progress – Good progress • 4 sub level – Outstanding progress 	<ul style="list-style-type: none"> • Visiting • Emerging • Developing • Securing • Mastering •

We calculate the rates of progress annually by measuring the distance between the age related outcome increases in statements from the Autumn term to Summer term. We collate this and separate areas for English and Maths e.g. Maths-number, shape space and measure and statistics

In examination based studies such as Science; progress will be measured by tracking the percentage increase over the academic year from autumn to summer term. This is because; some of the exam based qualifications we offer are pass or fail courses. This allows staff to project potential outcomes for young people.

Science -Table -Rate of progress judgment

Subject	Not progressing	Expected progress	Good progress	Outstanding progress
Science	0-10%	10% - 25%	25% - 50%	50%+

Reporting to parents / carers

Reports on progress are compiled three times a year to parents / carers by way of two long and one short reports. We report the coverage of age related expectations (ARO) giving a % of coverage.

We use the table below to identify the stage young people are working at.

Stage	Key stage equivalent
1	Early Years
2	KS1 - Yrs 1&2
3	Lower KS2 - Yrs 3&4
4	Upper KS2 - Yrs 5&6
5	KS3 - Yrs 7,8,9
6	KS4 - Entry level qualifications / Level 1 qualifications
7	KS4 - GCSE Accreditation
8	KS5 - A Level / Level 3 qualifications

The identified areas for lack of progress inform the young person's IEP and provide the focus for lesson planning and content.

	Outstanding Progress
	Good Progress
	Expected Progress
	Visiting
	Not progressing

Intervention / Additional Support

When teaching is good and outstanding it results in good and outstanding learning. This is applicable in our setting for children with special educational needs. In order to further support this progress teachers, support staff and therapy teams work to ensure additional support needs are identified, provided for and reviewed on a regular basis, this is through EHCP meetings, individual plans and specific therapy approaches. Our target setting and tracking systems enable precise and rapid identification of students who are not making progress and specific interventions can be put in place including:

- Revision sessions,
- Mentors
- Increased therapy provision
- Review of therapy strategies
- Workshops and surgeries; -
- English intervention; -
- Math's intervention; -
- Student Support (overseen by Assistant Head and Senco) –
- KS3 Mentoring Programme;
- Meeting with parents / carers and local authority

Additional progress Measures

At Hurworth House due to the complexity of our young people we seek to capture their progress using social and emotional assessments. We use a coping in Schools (CIS) inventory that effectively measures coping style such as Task-Orientated, Emotion-Orientated and Avoidance Coping.

We also use The Strengths and Difficulties Questionnaire (SDQ) a brief behavioural screening questionnaire for 3-16 year olds. This screening measures psychological attributes such as:

- emotional symptoms
- conduct problems
- hyperactivity/inattention
- peer relationship problems
- prosocial behaviour)

We measure progress in both CIS and SDQ annually and the data gleaned data is used to inform additional curriculum programmes of support. These are delivered by both therapy and curriculum teams. : In addition to this therapists use evidence based assessment tools specific to diagnosis to support therapeutic progress.

Accountability

At Priory Hurworth House School teachers have an entitlement to assessment and recording procedures which:

- are based on clear and shared criteria
- are manageable, sustainable, consistent and useful
- meet statutory requirements
- support quality teaching and learning
- use reliable and valid assessments

Parents/ Carers Reporting

At Priory Hurworth House School parents have an entitlement to assessment and reporting practice which:

- highlights their child's success and progress
- identifies weaknesses and explains how they will be addressed
- provides them with opportunities to review and discuss their child's achievements
- involves them in helping to meet learning targets and
- ensures information about their child is detailed, specific and easy to understand

Reporting to parents is provided termly in both long and short reporting. The long reports offer a brief commentary setting out what the results show about the student's progress in those subjects. The commentary might draw attention to particular strengths and weaknesses, and, where there are differences between the teacher assessment level and the test results, offer an explanation. The aim of reporting is to

- summarise attainment
- highlight achievement
- inform and target future learning needs
- are written in constructive and appropriate language

Prior to a child's Annual Review, a full and very detailed report is prepared by the school. Included in this are subject reports from teaching staff in all areas of the curriculum, a detailed form tutor's report and a report prepared by the child's key worker to include physical and medical progress, the functioning of home and family, social skills, problematic behaviour and emotional development.

Baseline Assessment

For children with emotional and behavioural difficulties entering a new school is a very difficult and traumatic time, particularly after failure in a previous educational setting. At Priory Hurworth House School students are inducted into the school with care. We use G&L assessments and Accelerated reader to support baseline accuracy.

Referral Assessment

Hurworth House operates a comprehensive initial assessment process. The assessment programme incorporates input from a wide range of professionals including teachers, therapists, and senior education co-ordinators. This highly experienced, multi-disciplinary panel supply valuable information, which is used to create the young person's learning and therapy plans. The assessment is therefore a very important part of the overall process, which enables us to provide only the highest quality care and education.

The team will also assess how we could meet any additional needs which may not be explicit in the child's SEN/EHCP, ensuring that a child's social, health and welfare needs can all be appropriately met at the school. We will gather as much information as possible from sources such as the Core or Single Assessment documents, Annual Reports from their current school, medical reports, risk assessments, and any Health and Care Plans that may already be in place. Prior attainment and achievement are collated where able and used as baseline data.

Students will be visited at school or home and will also visit the school as part of the process. Admission is based on Hurworth House School being able to meet the needs contained within the child's Education Health & Care Plan (EHCP) and/or Statement of Special Educational Needs (SEN).

Equal Opportunities Statement

The school expects all staff to treat every child as an individual, and will respect their individuality, regardless of sex, academic or physical ability or socio-economic background. The staff will be aware of stereotyping in their selection of resources. They are also aware of gender needs in the context of the current focus on the underachievement of boys, and will seek to monitor the situation within the school.

MARKING PROCEDURE

Shared Principles of Marking

- It provides opportunities to celebrate and acknowledge achievement, progress and effort
- It provides opportunities for prompt and regular written or spoken dialogue with the student
- Teachers/support staff and students are clear about the learning objectives of the task and the criteria for success and marking is directly related to these
- Teachers/support staff and students provide constructive suggestions about ways in which the student might improve her work
- Teachers/support staff and students agree the next steps
- Teachers and students follow up agreed targets to see how far they have been achieved.

Effective Marking

Developmental comments alone are more likely to raise standards as they help students understand the main purposes of their learning and thereby grasp what they need to learn. Effective marking therefore must:

- Provide a focus on learning objectives/success criteria
- provide both oral and written feedback as appropriate
- provide the teacher/support staff with an evaluation of the lesson
- confirm that the learner is on the right track and suggests areas for improvement
- Suggestions for improvement will act as 'scaffolding'
- provide students with opportunities to assess their own and others' work and give feedback
- ensure that students understand their achievements and know what they need to do next to make progress
- encourage students to comment on their own work before handing it in
- provide alternative solutions if a learner continues to fail in a given task
- give students time to act upon the feedback given by the teacher or another student
- help set the next piece of work with other information to adjust future teaching plans
- provide a record of a student's progress
- help set curriculum targets and set challenge questions
- help parents/ carers understand strengths and areas for improvement in their child's work

Types of marking

At Priory Hurworth House School teachers observe students, discuss things with them and mark/respond to work produced on a daily basis. They may intervene immediately when they see a problem arising in the student's thinking process, or plan to further a student or group's understanding on another occasion. The assessment of learning outcomes informs the next stage of planning in the learning process. We use a mix of strategies to motivate and encourage students' enthusiasm to learn through:

- Suggesting alternative ways in which they can improve their work
- Positive acknowledgement of correct/good work
- Encouraging comments on areas needed to develop

Practices

- All work returned to students must be marked
- Marking is to be made in relation to the learning objectives or success criteria;
- Give all students same number of successes and improvement points;
- Ensure assessment descriptors / references are available for students access
- Mark according to the learner's ability;
- Time must be given to allow students to read through comments and act upon them
- All marking will be written clearly in **green** at the bottom of the page where it does not detract so much from the child's work.
- Student review / recap will be acknowledged by a comment.
- Assisted work will be signed and dated as scribed by staff
- Stickers / stamps can be used at teachers discretion
- Crosses should not be adopted they are to be replaced with a comment

Assessment For Learning (AFL):

We use a variety of AFL strategies to ensure that students are part of the assessment process such as:

- Verbal feedback – teacher and learner
- Quality/focused written marking with time for follow-up
- Self-assessment
- 'Critical friend' feedback – student and student
- Planned opportunities for discussion either as a whole class or in group
- Deciding which areas of their work they need to focus upon over the following week, month or term i.e. setting short or long term goals
- Creating a dialogue about the work with their teacher via **Deep Learning Conversation** thus assessing their own work e.g. by use of a written or verbal comment
- Recognising their own strengths and also recognising areas that need additional attention
- KS2 participate in '**two stars and a wish**' AFL strategy to promote reflection.

