
Ellingham Hospital School

Assessment Procedure

Ellingham Hospital School

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Rationale

Assessment lies at the heart of the process of promoting pupils learning. It provides a framework within which educational outcomes are set and pupils' progress expressed and monitored. This should be done in partnership with pupils. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. In turn assessment will strengthen learning across the curriculum and enhance teacher's skills and judgements.

This local procedure outlines the purpose, nature and management of assessment at Ellingham Hospital School.

Rights, Responsibilities and Roles

Upon admission all students are placed within the Nurture and Assessment Group. Students are assessed using the WRAT 4 Assessment. This will provide a baseline assessment for reading, spelling, sentence comprehension and maths computation. The results will provide accurate age ability compared to their chronological age. This will enable staff to identify gaps in learning and develop their individualised curriculum to close the gaps. This assessment is then repeated on a termly basis to ascertain progress within all the groups in school.

The data gathered from the WRAT 4 Assessments enables staff to 'pinpoint' where; academically a student is working within the National Curriculum. A system of 'I Can' statements taken from National Curriculum expectations and the ASDAN programmes of study are used to plan a student's individualised curriculum. 'I Can' statements are 'signed off' when achieved and work is planned to help support your child through the next progressive 'I Can' statement.

Each week a student's mental health with regards to their education is tracked using the Progress Profile Grid. The progress profile grid tracks attendance, engagement, communication and future hopes. Depending upon the scores, determines which group a student's needs would be best met.

Whilst in the Nurture and Assessment Group VARK and SDQ assessments also take place to ascertain a student's preferred learning style (VARK) and also to gain an understanding of a student's behaviour conduct, social skills, self-esteem and self-confidence. This enables staff to develop a personalised social skills and emotional literacy programme to develop these areas.

Whilst in the Nurture and Assessment Group all 'new' students are provided with a student analysis, where, areas such as attendance, engagement, WRAT 4 results, focus and concentration and potential future outcomes for living and work, with varying degrees of support required and their next educational placement post discharge, are all scored. The scoring indicates which curriculum 'path' would be most appropriate for the student. Ellingham has four curriculum paths for students to follow:

The National Curriculum

ASDAN Bronze, Silver and Gold Award

Certificate of Personal Effectiveness (CoPE)

Personal Progress

The curriculum paths are aimed towards though not exclusive to the following levels:

The National Curriculum – Key Stage 3 and 4 students who are working towards or are at age expected levels.

ASDAN Bronze, Silver and Gold Award – Working at the high end of Entry Level 3 – Functional Skills Level 1 and 2

Certificate of Personal Effectiveness (CoPE) – Working at Entry Level 2-3

Personal Progress – For students working at and below Entry Level 1

Curriculum paths and programmes of study can be combined based upon the needs of students and their engagement.

The student analysis is repeated on a termly basis to further evidence a student’s curriculum path is the most appropriate programme of study for them. It is recognised that a student’s mental health can significantly impact upon their ability to engage with their education and thus affect their educational outcomes. As their mental health improves, a higher level programme of study can potentially be accessed by the student. The regular reassessment of the student analysis ensures each student has access to a programme of study that will enable them to reach their full potential. Termly targets that formulate the student’s Individual Learning Plan Targets and Positive Behaviour Support Plan Targets are formulated based upon the outcome of the student analysis. Targets are set to support the student to progress with their attendance, engagement, focus and concentration and their functioning ages from the WRAT 4 results.

At Ellingham Hospital School:

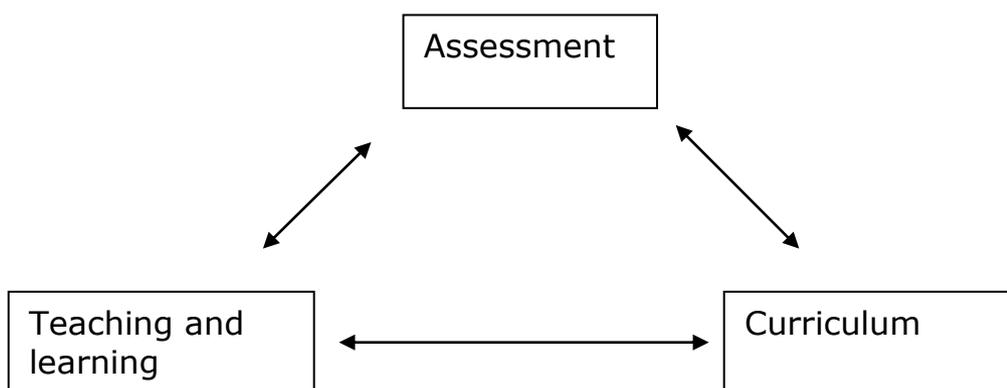
We will assess all pupils regularly, in a valid and reliable way against consistent standards in order to inform teaching, help pupils to make progress and to celebrate their achievements. We will involve pupils actively in their own learning by teaching them how to understand and use assessment criteria, including those for external examinations, and how to assess their own and others’ work. We will provide pupils with meaningful feedback so they know how much progress they have made and what should they do in order to improve further.

Pupils:

Pupils will engage fully in the assessment process, by trying their best in both informal and formal assessments. They will also carry out self-assessment, and by helping their peers through peer-assessment, where possible. During formal assessments, including external examinations, pupils will follow the exam regulations as specified by examination boards, including those regarding plagiarism.

Conditions for Effective Assessment

All the activities of a school are geared to effective learning. Assessment local procedures and practice are a key element in this, together with an appropriate curriculum and good teaching.



Effective learning will only come from an approach that recognises the importance of this interaction. Assessment informs both teaching practice and curriculum design with information about each pupil's abilities, needs, and aspirations and how these change as they progress.

Assessing Pupil Progress (APP)

Research suggests that pupils make the best progress when they know:

- the assessment outcomes (we tell them what they are going to learn)
- how they will be assessed (we tell them what they will have to do to meet the assessment criteria)
- how they are going to learn (i.e. we tell them what they are going to do for the lesson or series of lessons)
- how to meet the assessment criteria (i.e. we provide task sheets with assessment criteria, exemplars of work at different levels etc.)
- how their work has been assessed (i.e. we write comments and marks/levels which tell them how they have performed in relation to the assessment criteria, and what they need to do to improve further).

APP is a structured approach to personalised assessment, enabling teachers to make secure judgements about the standard of pupils' work, refine teachers' understanding of progression and help pupils understand what they need to do to improve. This also enables teachers to track pupils' progress over time, provide diagnostic information for planning and interventions, support the transfer between classes and key stages, and inform curriculum planning. As such APP at Ellingham Hospital School both provides a framework for assessment practice in lessons and also informs wider school planning.

Assessment for Learning (AfL)

AfL, sometimes referred to as formative assessment, is the process for identifying what the learner has achieved in order to plan the next steps in teaching and learning. Feedback is provided to the learner in such a way that either the teacher adjusts the teaching to help the learner learn more effectively, or the learner changes her/his approach to the task, or both. Unlike assessment of learning (see below), AfL can be a joint activity between pupils and teacher which moves both forward. AfL is not only part of our everyday classroom practice, but also an area of continuing development.

Targets for learning and mental health progression are set and reviewed on a weekly basis with students. A range of AfL strategies are used to monitor progress towards these targets.

- Verbal assessments to individuals
- Written comments
- Self-assessment using various methods (where possible)
- Peer assessment where a peer measures the pupils learning against the outcome (where possible).

Monitoring and Evaluation

Regular monitoring and evaluation of learner progress and attainment takes place throughout the academic year, ensuring that pupils are making at least good progress against and towards their academic targets.

Ellingham Hospital School has high expectations for all learners and sets aspirational and challenging targets, whilst maintaining realistic and achievable targets for all.

Having access to and using these tools to assess progress and attainment ensures that the school leaders are able to make accurate and valid judgments about learner progress and set

further targets to ensure that where required, learners are closing the educational gap from prior educational experiences.

Moderation

In all key stages sample of works are collected across year groups and curriculum areas by class teachers or subject teachers. The pieces of work are annotated and then assessed. Assessed pieces of work are moderated by SLT, obvious discrepancies being discussed. The procedure helps to determine the validity of / provide evidence to inform of progression within the school and ensure individualised learning is taking place. This occurs termly in the form of a Work Book Scrutiny.

Feedback on Learning

The feedback of pupils work is an important Assessment tool which is essential for both progression in pupil learning and effective teaching. Giving specific feedback helps pupils to understand how they can improve.

Good practice is promoted through regular, accurate and consistent marking by all staff as part of a whole school approach to teaching and learning.

Sharing Learning Outcomes and Success Criteria

All staff should share learning outcomes and success criteria for each individual lesson. These should be displayed in the classroom as a point of reference for pupils and staff to enhance assessment opportunities. This enables the class to focus on the learning that is taking place.

Oral Feedback

Teachers and practitioners should ensure that there is a continuous dialogue with pupils throughout the lesson. This enables pupils to reflect upon, improve, refine and ultimately be successful in their learning. The use of open ended questioning is vital to this process.

Written Feedback

Marking is specifically linked to the learning outcome and success criteria. It should identify elements of success and either an area to improve upon or a next step target. Pupils are given time to read their feedback or have a discussion with a key member of staff to enable them to carry out any improvements.

Peer and Self Assessment

Peer and Self Assessment are important ways in which pupils are engaged in becoming self-critical and independent. Teacher modelling and whole class marking enable pupils to identify their own successes and improvement needs. A recommended technique within peer assessment would be to give two positive comments and an area to improve upon to create a mutually supportive atmosphere. This is undertaken where possible.