



## Wightwick Hall School

# ASSESSMENT, RECORDING AND REPORTING POLICY

Chair of Governor Committee:

Signature: ..... Name: ..... Date: .....

Headteacher

Signature: ..... Name: ..... Date: .....

October 2014

Revised October 2015

Reviewed September 2016

Revised September 2017

## **POLICY STATEMENT**

Wightwick Hall School provides a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate route.

This policy is based on the concepts of equality, diversity, clarity, consistency and openness.

All students will be continually assessed in all areas of the curriculum including personal and social development. The assessment processes are implemented in a way which is fair and non-discriminatory.

Assessment is an integral part of lesson planning, teaching and learning. For all students there is an ongoing assessment that enables them to make progress and celebrate success across the National Curriculum and accredited qualifications

This should be read and used in conjunction with the school's other policies: Marking and Feedback Policy

## **SPECIFIC OBJECTIVES**

- To use assessments to make judgements about student's progress across the curriculum
- To inform and enable target setting
- To provide an inclusive and stimulating curriculum
- To develop a close liaison with parents/carers and other service providers
- To provide a safe and secure learning environment
- To provide opportunities for success at every level
- To link with other local schools

## **ASSESSMENT**

We have three broad overarching forms of assessment:

Day to day in-school formative assessments, for example:

- Question and answer during lessons
- Marking of students' work
- Observational assessment
- Scanning student work for student attainment and development

In-school summative assessment, for example

- Short end of topic or unit tests

- Annual reviews

Nationally summative assessments, for example:

- National qualifications

**Baseline Assessment:**

When a student starts school we carry out an assessment in all subjects within 7 weeks of them starting school. Students are assessed against B Squared data including the ASD assessment; end of unit tests, Test Base and Complete Maths to baseline the students. This provides us with information against which to monitor student progress. If the student enters school with a KS2 SAT level then this is used as the basis for measuring progress.

**Initial Target Setting:**

Individual aspirational targets are set within the first two months of a student starting at Wightwick Hall School. The results of the Baseline Assessments are used to help with this task. The data team monitors and reviews the targets set to ensure that they are aspirational for each student taking into consideration the student's primary need. Targets are monitored and tracked during the year with interventions implemented if the student is not on track to meet their targets.

Resources for Assessment:

B-Squared, Teacher Assessment, NFER Reading and Comprehension, P Levels, MAPs, Complete Maths, Test Base;

## **RECORDING OF ASSESSMENT**

We aim to ensure that all assessment work is carried out fairly and in keeping with the awarding body's requirements.

All portfolio-based work is assessed fairly against the qualification standards and teachers involved are fully trained.

Students are given appropriate assessment opportunities during the course with feedback provided on the quality of work.

Internal assessments are carried out fairly and according to the awarding body instructions.

Externally marked tests and exams are according to the requirements of the awarding body.

A record of all assessments is kept for each student. Some of these are kept on data bases such as B Squared.

Student progress is monitored and progress made is analysed on a termly basis.

Assessment is automatically included into planning for curriculum subjects and is part of a cyclical process of planning, assessing and reviewing.

## **REPORTING**

Students' progress in curriculum areas is reported upon annually to parents/ carers in the form of a school report. Interim progress is reported in the Autumn and Spring terms.

Students' Special Educational Needs are also assessed and reviewed with parents/carers on an annual basis as a Statutory Annual Review of their Education, Health and Care Plan.

Students' progress across the school is reported at the end of each Key Stage to governors.

Student's progress in subjects is reported to the Headteacher and linked governors by Subject Co-ordinators.

End of KS4 teacher assessments and results are reported to the DfE.