

Hythe House Education

Assessment Policy / Procedure

Version (Date): August 2014
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Assessment Framework

Introduction

“Overall the purpose of assessment is to improve standards, not merely to measure them”

“The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging students to work hard and by encouraging teachers to focus on how to improve the learning of individual students”

“The core purpose of assessment is to move students on in their learning”

Aims

Through assessment Hythe House Education aim:

- To provide clear guidelines on the Hythe House Education's approach to assessment, recording, reporting and target setting
- To establish a coherent approach to assessment, recording, reporting and target setting across all faculties
- To provide a system that is clear to students, staff, parents and carers
- To monitor and record students' progress

Purposes of Assessment

Assessment may be used in a variety of ways for a variety of purposes. It may be:

- **Formative**
Recording what has been achieved, what needs to be done next and setting realistic, achievable learning goals to enable the students to reach their target grades for the future
- **Summative**
Record a student's overall achievement
- **Diagnostic**
Identify a learner's strengths and weaknesses which prompt appropriate guidance and support
- **Evaluative**
Provide information that would help to evaluate the effectiveness of the curriculum and the success of teaching strategies
- **Informative**
Provide information for reports to parents

Assessment Procedures

The aim of our assessment is to ensure that each student understands the level they are currently working at and how to progress to the next level.

Lesson Assessment

Each lesson is assessed through students work being marked individually with comments left in the students books / folders so they can see how they are progressing on that current unit.

Teachers keep a record of students progress and attitude in lessons through a score system. This is scored out of three:

1 = Poor effort

2 = Achieved most learning objectives

3 = Achieved learning objectives and showed excellent attitude

Subject Assessment

Subject assessments are carried out every term these assessments are in core subjects only:

- Maths
- English
- Science

The assessments are previous SAT papers and scores are kept and tracked in line with previous results. These tests are sat in examination conditions and where a student requires a reader or scribe will sit the test individually in line with JCQ regulations.

The results from these tests are then given a NC level. This level is then used to review the academic components of the students IEP, PEP and any SEN reviews.

All assessed work (written) is held in each student's subject folder at the end of the completed unit of work. A copy of each student's assessment score is sent home to carers and used to update students NC levels, which are sent home every term. A central file is also kept recording assessment results and National Curriculum termly data. This file is kept in the main school, office.

Reading and Spelling

Students are tested on their Reading and Spelling every six months using the Schonell test which gives a chronological age to their levels. All results are produced in a graph to show levels of improvement alongside their SAT testing.

Incidental Assessment

Alongside planned assessment Hythe House seek to identify key achievements outside the planned learning outcomes. A student may demonstrate in one lesson a skill which has been worked on in another area or show a response related to their personal targets. We also seek to be alert to the 'wow moments' where a pupil engages in a task for the first time or unexpectedly displays a skill or an attitude which has not previously been observed (for example, attracting an adult's attention for the first time or accepting close proximity with another student).

These significant steps need to be noticed, shared and recorded. All staff are given a Dictaphone to make log entries, both positive and negative and these are logged on the students on-going log file, which is located in the school office. Information can then be shared to relevant parties when it is flagged up by the logs.

Weekly Management Meetings

Student's progress is discussed at the weekly school management meeting. These are conducted by the Head Teacher and usually take place on a Wednesday at 3.15 pm. All students are discussed and any concerns or positives are shared as a group. The Director of Education then feeds back the key discussion points raised to the Teaching Assistant, usually the following morning. Minutes from these meetings are produced and then distributed to all who attended the meeting.

Literacy and Numeracy Programme

Literacy Programme

Students are tested on their Literacy at entry and then every six months using the Schonell test which assesses two key areas: Word reading, and spelling. Based on these results we endeavour to close this gap, using the following Literacy programme, put in place for all students. Each programme is specifically made for each student based on need, subject content and progress made.

The programme will run as follows:

- Each student will have three fifteen minute sessions per week.
- Session 1 – Monday lesson 1 – Two Phonetic sounds given to each student along with ten spellings using the sounds. Students then practice using the sounds in a variety of activities. (Recorded in individual student literacy folders)
- Session 2 – Tuesday reading session – Student to read with staff, highlighting any of the phonetic sounds they are working on. Student to answer questions on the content and understanding of the text.(Recorded in individual student literacy folders)

- Session 3 – Starter in relevant English lesson (KS3 Wednesday / KS4 Thursday) – Practice given to spellings, phonetics using phrases/sentences for understanding.
- Students will be tested on their spellings during Friday Class time. If students score 10 or 9 out of 10 or if they show a significant improvement they will receive a stamp on their reward sheet. Students will mark off in their literacy folder the spellings they were successful with.

Each staff member must ensure that each student's file is kept up to date so that all staff are aware of the current phonic sounds being practiced so that this can be practiced in lessons as well. Student files will be kept in the main classroom.

Numeracy Programme

Students are tested on their Numeracy at entry and then every six months using the WRAT test which assesses: Mathematic computation. Students are making progress in line with their chronological age development but many students are behind their actual chronological age. We endeavour to close this gap, using the following Numeracy programme, put in place for all students. Each programme is specifically made for each student based on need, subject content and progress made.

The programme will run as follows:

- Session 1 – Monday lesson 1 – Students will be given times tables to learn from a choice starting with 3, 4 or 5 X. Students will record these in their numeracy folder. These will then be practiced at home and in warm up sessions in their Maths lessons.
- Students will be tested on their X tables during Friday Class time. If students score 10 or 9 out of 10 or if they show a significant improvement they will receive a stamp on their reward sheet. Students will mark off in their numeracy folder the tables they were successful with.
- Session 2 – Monday lesson 1 – Students will be given a Mental maths test based solely on work done in the previous two Maths lessons. This is to be an independent task. If students score 10 or 9 out of 10 or they show a significant improvement they will receive a stamp on their reward sheet.