



TWO RIVERS
HIGH SCHOOL



Assessment, Recording and Reporting Policy

Wightwick Hall School

Review date: Spring Term 2022
Curriculum & Learning Committee

Next Review: Spring Term 2024

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 on-going 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, Complete Maths, Test Base, Kahoot

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 and Pearson.

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.

DATA ANALYSIS

The Headteacher, SLT and Assessment Co-ordinator utilise the assessment data to carry out an analysis of progress each term. This information is utilised to inform the:-

Pupil Progress discussions
School Self Evaluation,
Yearly data report to the Chair and Vice Chair of Governors
School Development Plan

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.