

LAKESIDE SCHOOL

ASSESSMENT & MARKING POLICY

About this policy:

The staff have agreed on the following definition, aims, purposes and principles of assessment:

Definition

Assessment is a process which provides information about the experiences and achievement of each individual pupil, identifies what the pupil knows, understands and can do, and guides future learning.

AIMS OR PURPOSES OF ASSESSMENT

Staff have agreed four main aims and benefits of assessment:

1. To help pupils learn more effectively so that each pupil can progress at the optimum rate, assessment should:
 - Enable strengths and weaknesses to be identified
 - Indicate the next step in the learning process
 - Involve the pupil
 - Motivate pupils to achieve

2. To help teachers evaluate their teaching, assessment should:
 - Indicate strengths and weaknesses in the teaching programme
 - Indicate strengths and weaknesses in the teaching style
 - Indicate the next steps in the teaching programme
 - Indicate which pupils need extra support or extension work

3. To provide information for others concerned with our pupils progress, assessment should provide information:
 - To facilitate pupil progression and transfer
 - For parents
 - For colleagues in school
 - For guidance and/or referral to other agencies
 - For employers and FE colleges
 - For the Department for Education

4. To meet the requirements of education legislation and current Department for Education statutory requirements assessment should:

- Raise an expectation of success rather than failure
- Show pupils how to build upon their strengths while also developing strategies to cope with their weaknesses
- Be accessible to all pupils through the provision of appropriate equipment or help (e.g. amanuensis)
- Ensure that pupils understand clearly what is expected of them
- Take the cultural diversity of our pupils into account, including ensuring that assessments are valid
- Take place in a supportive environment and be sensitive to the emotional difficulties and slow progress of some of our pupils
- Be conducted according to agreed criteria
- Include non-academic aspect of our pupils' achievements, such as their personal, social, moral, spiritual and cultural activities
- Involve pupils in a self-assessment programme
- Be an ongoing process which is an integral part of the teaching and learning programme – not bolted on
- Involve specific skill testing where required, e.g. diagnostic reading
- Involve specialist staff such as Learning Support Assistants, Teachers and the Attached Educational Psychologist

POLICY AND PRACTICE FOR ASSESSMENT

Assessment at Lakeside School will provide a framework in which educational objectives are set and pupils' progress charted. It will form the basis of planning the development of the pupils. It will reflect the aims of the school by involving pupils in the process.

The assessment process will determine what is taught and learnt and will continually provide feedback and inform progress.

ASSESSMENT AT LAKESIDE WILL HAVE 8 ELEMENTS

1. Baseline assessment – for all new pupils

Baseline assessment for Year 7 pupils and new entrants to be completed as soon as possible, preferably in their first term in school. Data will be collected from:-

- Key Stage 2 test results (if available)
- Statements of Special Educational Needs, which also include pupils' behavioural difficulties
- Individual Pupil Risk Assessment forms

- Attached Educational Psychologist – cognitive assessment from statements
- Diagnostic testing of literacy and numeracy levels
- S.M.T, Précis of new pupil referrals/statement

The data will be collected and presented to all staff as soon as possible and updated regularly as new information is generated.

2. Pupil based – drives personal achievement

- IEP behaviour targets for general class work
- Rewards – include acknowledgement in assembly, daily behaviour/work related tuck, certificates presented in assembly, better choice of Friday activities, being presented with a Year cup for progress/achievement and ultimately being named on school progress or achievement shields, eligibility for Wales camps.

3. Subject based – National Curriculum levels and achievement, which are built into planning.

NC levels based on national standards (i.e. levels are moderated).

Targets – subjects should have individual targets for all pupils to work on within the topic being taught or extra targets for individual pupils if these are required (i.e. differentiation.)

4. Assessment of pupils with Specific Learning Difficulties.

Lakeside employs a Literacy support teacher to assess and teach pupils with Specific Learning Difficulties. All new pupils are assessed when they arrive at the school; those with specific learning difficulties then have regular 1:1 sessions with the SNQT. All staff are given a copy of the current reading comprehension and spelling ages.

5. Whole School levelling

NC levels are teacher assessed and published to parents every six months.

6. Summative Statutory Teacher Assessment at the end of Key Stage 3

7. Annual External examination within Key Stage 4.

RECORDS AND RECORD KEEPING

- Formative profiles are kept by subject teachers to show coverage and indicate achievement (e.g. positive, constructive comments on work).
- Pupils work marked in line with Marking Policy.

- School reports with NC levels are published every six months. Key 4 results are published annually.
- It is the responsibility of subject teachers to ensure all records are compiled and updated.

REPORTING

Reporting will be in line with Statutory Requirements:

- Mini reports are sent home to parents at the end of each week
- Frequent verbal reporting to parents by teachers
- Formal written reports are sent to parents in December and June
- Annual reviews are shared with parents at individually convened meetings during the year. They can be called at any time for a pupil whose needs have changed.
- Copies of reports and annual review are kept in the pupil's file in the school office
- Work forecasts are sent to parents at the start of each term for each subject area
- Following the distribution of reports there is a parent/open evening for all parents/carers
- The School Profile

TEACHING MARKING CHECK LIST

- During a lesson, staff should give positive verbal feedback
- Constructive comments should be made both verbally and written
- Staff should take opportunities to mark work as it is done
- Opportunities should be given for pupil self-evaluation
- The most important aspect of marking is the verbal comments made during a lesson. To BESD pupils these are of the highest priority
- All work should be marked and should include constructive advice on a regular basis
- Work does not necessarily need to be graded
- Written comments should be positive and constructive
- Do not use red pens as it can be seen as negative
- Marking should be initialled and dated
- Constructive comments could include NC levels if appropriate
- KS4 self-assessment becomes increasingly important.

Revised and updated to reflect current practice.