Assessment policy

Hospital & Home Tuition Service, Wandsworth

Approved by:	Susan Arkley	Date: September 2021
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Contents

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1. Aims

This policy aims to:

> Provide clear guidelines on our approach to formative and summative assessment

> Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents

> Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

> The recommendations in the final report of the Commission on Assessment without Levels

> Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

3. Principles of assessment

1. All of our assessments are clearly tied to their intended purpose.

2. Expected and Above Expected progress will be defined against service baselines. Expected will be defined by a learner remaining on track in spite of their medical barriers. Above expected will be defined by a learner progressing through Learning Aims at a rate unlikely to be attained in a usual planned trajectory. Where available, nationally summative assessment data will be used to strengthen baseline and outcome judgments.

3. The WHHTS policy is rooted in the successes experienced from recent practice; the distinct needs of our student body, their home schools and wider professional audiences; and the Final Report of the Commission on Assessment Without Levels, September 2015

4. The policy is a live document, which will be reviewed regularly.

Underpinning Ideologies

The WHHTS Assessment Policy is underpinned by the following tenets:

- "Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances…. It can include progress in areas other than academic attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life." The SEND Code of Practice: 0 to 25 years
- Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve. Assessment is seen as: "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there" Assessment for Learning: Assessment Reform Group 2002

4. Assessment approaches

At Wandsworth HHTS we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

> **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
> **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
> **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

WHHTS Method:

- Adherence to the Assess-Plan-Do-Review model of teaching
- Informal baseline assessments looking at knowledge, skills and understanding, identifying gaps and misconceptions.
- Regular questioning and pupil observations.
- Recording progress using the 5 point descriptors when evaluating lessons on Schoolpod (Prior Knowledge, Lesson objective, Progress, Next Steps, Other Comments) (See Appendix 1)
- Pupil academic and social progress data recorded for every lesson. (See Appendix 1)
- Mental Health Functioning in Education (MHFE) assessments (See Appendix 2)
- Through frequent, appropriate reviews of personalised learning aims on Schoolpod against NC and qualification benchmarks. (See Appendix 3)

4.2 In-school summative assessment

Effective in-school summative assessment enables:

> **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

> **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching

> **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve

> **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

WHHTS Method:

- At entry, through written informal baseline assessments if appropriate.
- Progress over time assessed using a mixture of summative and formative assessment. (See Appendix 4)
- End of topic tests if appropriate.
- Exam mock papers if appropriate.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

> **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

> **Teachers** to understand national expectations and assess their own performance in the broader national context

> **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

WHHTS students also work towards Functional Skills and Entry Level Certificates in Maths and English.

5. Collecting and using data

How is data collected and how is it used

> Pupil Progress lesson evaluations are completed for every child for every lesson. In addition to these written lesson evaluations, academic and social progress data is recorded under the headings of 'wow', 'good' and 'limited' progress. The additional option of 'not ready for academic lesson objective' is also included under academic progress as some lessons may be focused mainly on engagement or social progression, particularly when pupils first arrive. (See Appendix 1)

> Mental Health Functioning in Education is also assessed on admission and on discharge and data recorded on Schoolpod. (See Appendix 2).

> We also gather data from pupils' mainstream schools, including 'currently working at grades', 'target grades', any qualifications gained and information from subject reports. We use this to inform our planning and teaching. This is recorded on Schoolpod. (See Appendix 3)

> Pupil Progress over time is assessed using the descriptors 'Below Expected progress', 'Expected progress', 'Above Expected progress'. This judgement is triangulated by the lesson progress data, progress through learning aims and by in depth discussions from the whole staff to give a holistic and informed judgement of individual pupil progress. (See Appendix 4) This data is produced termly and reported to governors. It is also included in the SIP and contributes to actions plans.

> We in turn pass on any progress information back to mainstream schools and other settings to aid transition.

6. Reporting to parents

Termly reports to parents include:

> Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development

> Comments on general progress

> The pupil's attendance in each subject

> The results of any public examinations taken, by subject and grade

> Details of any vocational qualifications or credits towards any such qualifications gained

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. As mentioned, we use the Assess-Plan-Do-Review method for all students.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

- Teachers will be kept up to date with developments in assessment practice.

- Teaching and support staff meet regularly to discuss pupils' social and academic progress.

- Staff will receive regular training on how we assess short term and long term progress at WHHTS.

- Staff will receive training on how to retrieve and analyse data to improve teaching and learning.

- WHHTS are part of external partnerships including NAHE and local subject 'hubs' where methods of assessments are shared.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

> Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils

> Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

> Ensuring that the policy is adhered to

> Monitoring standards in core and foundation subjects

> Analysing pupil progress and attainment, including individual pupils and specific groups

> Prioritising key actions to address underachievement

> Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

10. Monitoring

This policy will be reviewed frequency by SLT. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. SLT are responsible for ensuring that the policy is followed.

SLT will monitor the effectiveness of assessment practices across the school, through:

- Lesson observations,

- Pupil progress meetings.

- Data checks

- Lesson evaluations and Learning Aims monitoring.

11. Links with other policies

This assessment policy is linked to:

> Curriculum policy

> Non-examination assessment policy

> Examination contingency plan

12. Appendices

<u>**Appendix 1 – Pupil Progress slips**</u>

<u>**Definitions**</u>

Progress within a lesson	Guidance
Wow	A pupil has • exceeded expectations or • risen to a level of individual challenge • They had a 'wow' moment!
Good	A pupil has made steady progress towards their academic/social targets.
Limited	A pupil is well enough to engage in the lesson, but has not made reasonable progress.
Not ready for Academic Learning Objective (academic only)	To be used when a pupil's health may be impacting their ability to engage with an academic target. The lesson goals would then mainly be in encouraging pupil social engagement and supporting emotional needs.

Appendix 2 – Mental Health Functioning in Education

Mental Health Functioning in Education

Name: Lead Teacher: Date: Score: /50

	1	2	3	4	5	6	7	8	9	10
A Communication with adults	Avoids communication with adults	Avoids communication with known adults, but will respond if spoken to directly	Will offer limited verbal responses to a known adult	Responds to open and closed questions to a known adult more than just 'yes' or 'no'	Will give extended answers to questions, with known adults, but uneasy doing so	Engages in conversation with known adults	At ease when conversations with adults in a familiar environment	Engages in conversations with adults, and will start conversations	At ease when speaking with adults, and will start conversations e.g. job interview	At ease when speaking with any adults in any situation e.g. job interview
B Relationships with peers	No relationship with peers	Some interaction with peers maybe negative.	Some indirect contact with at least one peer, e.g. Letter, card, note	Avoids speaking to peers except when necessary	Interacts with at least one peer	Positive relationship with at least one peer – initiates and responds appropriately	Positive relationship with at least one peer	Positive relationships with more than one peer, maintained over time	Positive relationships with more than one peer, in more than one setting, maintained over time	Positive relationships with more than one peer, in more than one setting, maintained over time
C Impact of Mental Health difficulty on ability to concentrate	Unable to participate in lessons – stays on the ward	Is able to stay in the classroom for brief periods	Is able to concentrate on therapeutic/dis traction activities for short periods	Stays in class for most of the lesson concentrating on therapeutic activities	Is able to be in class and to concentrate for short periods on academic work with support	Completes some academic work with support	Level of concentration is sufficient for some tasks to be completed independently and can continue with support	Is able to concentrate sufficiently to start and complete short academic tasks independently	Able to concentrate all lesson but may need a little help to stay on task	Is able to concentrate and to organise and complete work independently
D Willingness to engage /Motivation	Refuses to attend lessons and refuses to work on the ward	Refuses to attend lessons but will do some activities on the ward	Attends some lessons or part of some lessons but is non-compliant	Engages in part of lesson, or in some lessons but still frequently rejects education	Engages in aspects of LAs/IEP for part of lesson, or in some lessons	Engages in aspects of LAs/IEP for half of lesson, or half lessons	Engages more positively in elements of the LAs/IEP for half of lesson, or half lessons	Engages in all elements of the LAs/IEP for most lessons	Engages positively in all elements of the LAs/IEP most of lesson or most lessons	Positively engages fully in every lesson, all lesson
E Hope for the future	Actively attempting suicide. Sees no future.	Regularly verbalising or displaying an intent to die by suicide. Struggles to visualise a future.	Sometimes verbalising or displaying an intent to die by suicide. Struggles to visualise a future.	No suicidal ideation expressed, but sense of hopelessness pervasive.	Is able to think about future plans at times, although struggles to formalise ideas.	Sometimes expresses hope for the future. Is sometimes able to contribute to planning of next steps.	Sometimes expresses hope for the future and is actively putting plans in place with help from staff.	Regularly expresses hope for the future and is actively putting positive plans in place.	Has a sense of hope and time is spent actively working towards a positive future.	Has hope for the future and displays a sense of well-being. Actively engaged in life.

WANDSWORTH

Appendix 3: Learning Aims

Baseline Maths

Baseline information
Year -
Course -
GCSE grade -
SEN -
EAL -

Home school
Work provided -
HS targets for support -
Assessed level -
Assessed target for end of KS4 -

CAMHS Campus baseline

Targets -

Add Learning Aims month 1 →

Sep 21 - Maths GCSE Edexcel F
Algebra - Solving equations &
inequality

A17 solve linear equations in one
unknown algebraically (including those
with the unknown on both sides of the
equation)

Add Learning Aims month 7 →

Oct 21 - Maths GCSE Edexcel F -
Geometry & Measures

G1 use terms & notation: vertices, edge,
face

G4 derive and apply the properties and
definitions of special types of
quadrilaterals, including square, rectangle,
parallelogram, trapezium, kite and
rhombus and triangles

G7 identify, describe and construct
congruent and similar shapes, including
on axes, by considering rotation, reflection,
translation and enlargement including
fractional scale factors

Add Learning Aims month 8 →

Appendix 4: Defining Pupil Progress over time (Analysed termly)

Progress over time	Guidance	How the 'progress within a lesson' data can help inform this decision
Above Expected	Defined by a learner progressing through Learning Aims at a rate unlikely to be attained in a usual planned trajectory	If a pupil has received 25% 'wow' progress in lessons then this could suggest that they have made accelerated progress. If a pupil has consistently achieved 'good' progress in lessons and over time this has shown a progress above their expected trajectory since admission then this could be considered as Above expected.
Expected	Defined by a learner remaining on track in spite of their medical barriers.	Mostly 'good' lessons and an expected trajectory (considering starting point)
Below Expected	Defined by a learner not making the progress we would expect based on their needs, attendance, prior attainment or if there are particular educational concerns about this pupil.	If a pupil has received 25% 'limited' progress this may be an indicator that the learner was not making expected progress, however we would look at **when** these 'limited' lessons occurred and consider the learner's overall progress from their starting point.