

HEREFORDSHIRE PUPIL REFERRAL SERVICE



ASSESSMENT POLICY AND PROCEDURE

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Responsible Management Committee (MC)	Curriculum
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Overview

At Herefordshire Pupil Referral Service (HPRS) we will ensure that pupils get the maximum benefit from their education through regular assessment and an entitlement to regular feedback from staff. This will enable all pupils to understand their progress and achievement and apprise them of what they need to do to improve. The methods of marking will be applied consistently throughout the service.

Principles

At HPRS we provide positive and constructive assessment information in line with the ethos of the school. We strive to ensure pupils understand their strengths and understand how to improve and develop their future work:

- assessment is regular and consistent
- assessment is easily understood by pupils and their parents/carers
- baseline information is gathered upon admission from their host school and through class assessment
- external, multi-agency assessment is sought, as appropriate
- achievements of pupils are appropriately recorded
- behaviour and classroom success is recorded, reported and celebrated through the reward system
- pastoral needs of pupils are assessed collaboratively with pupil, parent and key teachers and through reviews, briefings and staff meetings, which is shared with relevant staff

Purpose

Assessment at HPRS:

- is used to help teachers monitor pupils' progress
- is used to inform what has and has not been understood by pupils to inform future planning
- allows us to recognize achievements and to give encouragement to build confidence
- informs target setting and next steps in learning (involving support as and when necessary)
- is used to motivate pupils'
- is integrated into the planning and processes of teaching and learning
- forms the basis of regular discussion with the pupils
- helps pupils to be constructively self-critical and improves their motivation and self-esteem
- leads to further detailed exploration of areas presenting difficulties
- informs decisions about future learning activities to be undertaken
- takes place in the context of full recognition of the wider achievement of pupils
- leads to judgements about pupil achievement which are consistent and reliable
- is established within a manageable framework

Assessment Approaches at HPRS

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

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

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

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

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 at HPRS take the form of GCSEs and vocational qualifications at the end of Key Stage 4 (end of Year 11).

Reporting at HPRS

- Reporting will be carried out in line with any national or local guidelines, at the direction of the Heads of Centre at HPRS
- Formal written reporting to parents/carers takes place once a year (Parents/Carers will be issued with an Annual Report for their child), and through the annual EHC Plan, where appropriate.
- Reporting of results publicly will be carried out in line with statutory requirements.

More detail on how we report is provide in the procedures that follow.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. 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.

Monitoring and Evaluation

Heads of Centres and leadership members will monitor this policy and the effectiveness of assessment practices across HPRS, through:

- Regular review of subject assessment records and progress data;
- Regular work scrutiny windows;
- Evidence from learning walks and lesson observations;
- Monitoring of individual pupil reports;
- Attendance at mentoring/review sessions;
- Review of assessment data spreadsheets and monitoring and evaluation of individual pupil progress against baseline assessment data.

ASSESSMENT PROCEDURES AT HPRS

Baseline Assessment (Entry level assessment)

Upon entry to HPRS, pupils are assessed in numeracy and literacy. An overall assessment is made, based upon:

- Records from their previous school(s)
- Results of end of key stage assessment tests
- Pupil self-assessments
- A range of appropriate assessment tasks including standardized reading tests and mathematics assessment using standardised tests as appropriate e.g. SATs paper, Entry Level / GCSE paper.

Formative (ongoing) Assessment

- Staff undertake individual assessments relating to the learning objectives set for each lesson or unit of work.
- Pupils undertake a self-assessment of their own progress in terms of progress towards learning objectives and their attitude and behaviour. This happens through:
 - The 'Behaviour Watch' and 'Tracker' systems. Pupils discuss and self-assess with staff at the end of each lesson.
 - Weekly sessions where pupils self-assess with their tutor in terms of their own individual targets on their Behaviour Watch Profile / Tracker.
 - On a termly basis the pupil with their tutor reviews their progress through completion of a pupil assessment profile.

Summative Assessment

- A summative assessment of pupil progress and achievements is completed, where appropriate, at the end of each term in each curriculum area.
- A progress report card is compiled and sent to parents at the end of each term.
- A full annual report is sent to parents at a single point in the year).
- Parents and pupils are invited to meet with staff to discuss the report in an annual Parents' Afternoon.
- In KS4, a mentoring day takes place at the beginning of the term where the content of the report can be discussed and pupils are invited to make a self- assessment of their progress.
- Year 11 pupils are entered for GCSE, Functional Skills and Entry Level qualifications as appropriate. HPRS also uses BTEC, ASDAN and LIBF qualifications.

ADDITIONAL ASSESSMENT GUIDELINES FOR STAFF

- When a piece of work is set the marking criteria should be linked to the learning objectives and made explicit to the pupils. Learning objectives should be differentiated in order to support pupil attainment and progress.
- Think of a marking as a dialogue between you and the pupil with the aim of improving the pupil's work. Make your comments legible and easily understood. Give pupils an opportunity to respond.
- Let the pupil mark their own or each other's work. This helps them understand the mark scheme or criteria more fully and helps them become more independent learners. However, it is important that pupils know that their marking will be checked.
- Explore different ways of showing errors, e.g. margin notes, marking in green or pencil or modelling the correct answer for the pupil. Use a contrasting colour.
- Spelling and grammar mistakes and how to correct them can create difficulties. As a general rule, teachers should underline the incorrect spelling and write the correct version clearly in the margin. In work where there are many incorrect spellings careful professional judgement is needed in determining how many to correct so as not to demotivate the pupil.
- Teachers use own judgement based on their knowledge of the individual child and their progression.
- Perfect work, time after time is also an issue. Consider that you are not challenging the pupil sufficiently and that better differentiation is the answer.
- Some work will be verbally "marked" especially in subjects like Art and PE. The same basic principles hold and thought needs to be given about how to capture this "mark". Teachers should still ensure that their comments are constructive and aimed at helping the pupil improve, emphasizing the good work already being achieved. Negative comments should be kept to a minimum and never be of a destructive, sarcastic nature.
- Pupils' work should be marked consistently and regularly, at least every 10 days.
- Use face-to-face feedback whenever possible. Often this is far more effective a learning experience for the pupil than a written comment.
- Subject areas will need to interpret this policy to fit the specific needs of their subject.
- Subject areas where there are multiple teachers should arrange moderation exercises in order to standardise the levelling and marking of work – cross referencing
- Marked work should be displayed as a teaching and learning aid in classrooms and corridors.
- The information gained from marking/assessment should be used together with other
- information to adjust future teaching plans.

Tips for report writing

- Written reports will be clear and understandable.
- Reports will highlight pupils' strengths and successes.
- Reports will communicate what a pupil has achieved and what they are expected to do next.
- Reports will communicate improvements in attitudes to learning and behaviour.