

# Oakfield School

## 52. Monitoring and Assessment Policy



	Date
Agreed by School Governors:	September 2012
To be Reviewed:	July 2017

## **Introduction**

This policy statement details the framework within which all assessment, recording and reporting within Oakfield School should be carried out. It is structured to allow members of staff who have responsibility for implementing the assessment policy the scope to develop techniques and systems of assessment which best fit their teaching situation and subject constraints within the framework.

Overall responsibility for assessment, monitoring, recording and reporting is delegated by the Headteacher to the Senior Teacher who, in liaison with other senior teaching staff and subject co-ordinators, will ensure that the framework outlined in this policy is adhered to. Evaluation of the policy will be encouraged through Whole School, teachers and departmental meetings and if any changes/additions are deemed necessary they will be circulated to all teaching staff.

Children who attend Oakfield are being constantly assessed, formally and informally using formative and summative assessment and recording techniques. These assessments are used to inform staff and other interested parties of a child's achievements within the wide range of experiences and environments used to support learning within Oakfield School. The assessments are also used to support planning of educational programmes for individuals and groups so that the educational provision is appropriate to meet the needs of each child.

It is recognised that teachers working closely with small groups of children retain a considerable amount of information based upon their own professional judgements and observations made both inside and outside the classroom that is not formally recorded. This information will support the formal assessments.

It is not the aim of this policy to assess all that a child does. This clearly is impossible. Teachers must ensure that they appropriately focus on assessment and recording opportunities providing clearly measurable objectives for the pupils to work towards and achieve.

## **Assessment**

The assessment process must be supported with effective curriculum planning. The assessment then provides information which informs future planning. It should be a process that is clearly understood by staff. It is also important that pupils have a knowledge and understanding of the assessment process (the marking policy should be displayed in each classroom and in pupils book/folders appendix 1).

The range of experiences and outcomes that need assessing within the school such as Oakfield mean that a number of techniques must be available to staff so that they can use a method that is appropriate to the pupils involved. Assessment must be an integral part of classroom practise.

Assessments should be made against clearly defined criteria and be based upon objective evidence using APP. Teachers should be making regular judgements of a child's progress and where possible these should be supported with relevant evidence. APP criteria are also used for target setting for individual pupils in each core subject, and these targets shared with the pupils so they know what they need to do to progress and achieve.

The assessment technique that the teacher is intending to use should be fully planned for prior to the learning experience. Children should understand what areas are being taught and assessed as part of the introduction to a piece of work. This is an important way to involve the children in the educational progress.

Much of the assessment will be based upon a teacher's judgement either through marking of an end product or observation of a process or skill. In some areas of the curriculum a short test, possibly criterion referenced may be appropriate at the end of a unit of work or a teacher may discuss a learning objective with a small group or an individual to determine each child's level of understanding and achievement.

Whichever method is used the teacher's comment and appropriate input from the child should be recorded as soon after the assessment as possible in a form that is clearly understood by the pupil.

## Standardised Tests

Standardised Tests may also be appropriate tools in certain curriculum areas. English and Mathematics standardised test results can be used to extend the range of assessment information available. Standardised Testing are repeated annually for all children who attend Oakfield School to further inform staff of the pupil's progress.

This standardised testing is also used to inform applications for Access Arrangements for external examinations.

## New Admissions

On admission a child should complete a standardised reading test within six weeks of admission. They will be observed in range of learning situations to allow appropriate curriculum planning and IBEC to be produced.

These initial assessments should provide a baseline from which a child's knowledge and skills can be developed and any remediation programmes that need to take place can be planned and supported appropriately. This standardised test and baseline information is to be given to the Senior Teacher no later than 6 weeks after the pupils admission at the school.

## Recording

An appropriate record of assessments carried out needs to be kept and be readily available. These records must be regularly updated, be systematic and manageable. They should also be accepted as evidence by fellow professionals.

Records should be annotated in appropriate terms and linked to the National Curriculum and APP where appropriate.

The assessment system must clearly chart a child's development, progress, attainments, achievement and effort related to the specific learning objectives detailed in related schemes of work and lesson planning. This information must also be accessible at short notice to other professionals, even in the absence of a member of the teaching staff whose records they are.

Records should be updated at least at the end of each assessed scheme of work or more regularly in the case of longer units of work.

Records should be kept for at least two years after the child has left school.

As the planning and assessment documentation should identify the evidence on which assessment is based it is not regarded as necessary to keep extensive portfolios of children's work. The records should be used in conjunction with the curriculum planning materials and either or both should indicate the context in which the learning took place. In the 'Core' Subjects, the most recent exercise book and other work should be available. In the foundation subjects teachers should have access to current work. Work should not be kept six weeks beyond the end of the academic year.

An exception to the above is required if a child demonstrates achievement that is well outside the normal range expected for his/her ability. In this case a copy of the work will help support observation of such success or under achievement.

In all areas children are encouraged to be proud of their work and can often be further motivated by taking examples of work home. This may be particularly true in practical art and craft areas. If evidence is required in these instances then alternative recording techniques such as photographic evidence should be taken as an alternative to keeping artefacts.

## Marking

The importance of recognising children's achievements and of giving them feedback is fundamental to the teaching process. All work must be marked and should be in line with the school marking scheme to ensure uniformity and allow pupils to engage with the feedback process in all lessons (see appendix 1). All feedback must be given in language that is appropriate to the child's needs and level of development. The marking should be regular and, if possible, completed with the child during or at the end of a lesson. If this is not possible then time to give the child feedback should be made in the next lesson or at an appropriate time. Pupils should be encouraged/given time to respond to marking (pupils response to marking will vary from subject to subject but it is expected that all subjects do so at least on a half term basis). Staff must remember, when marking work, that too many negative comments or corrections may affect a child's self esteem and motivation. Work should have identified objectives which the child has knowledge of and these should be the areas that are marked.

For older children it may be appropriate to supplement comments with effort and attainment grades. If this is the case then the children should understand what the grades mean.

## Reporting

All children who attend Oakfield School are subject to a Statement of SEN Records and assessments made at Oakfield School should enable staff to report effectively for Annual Review. Annual Reports to parents, for additional assessment, reports to other educational establishments on a child's transfer or internally as children change classes or departments.

Reports of annual reviews are collated by a class tutor in line with the guidelines detailed within the Policies, Practises and Procedures document. These reports should be factual and based upon observed and/or recorded evidence related to the child's progress socially, emotionally and academically within the school environment. All reports should be discussed with Heads of departments prior to submission to typing and circulation.

Subject reports contained within the review report will form the basis of the Annual Report to Parents. In addition, an overview of the child's progress in school should be written after the review meeting and appended – along with the Child Care report to complete the document.

In addition to the above, teachers are expected to make comments for End of Term Reports to parents as well as input current National Curriculum data/GCSE grade.

Copies of all the above reports will be kept on file in the Child's personal record. If teacher's keep copies of reports for their own reference these must be stored with a regard to confidentiality and security. This also applies to records kept on computer. Oakfield School is registered under the Data Protection Act.

Ongoing reporting of children's behaviour and progress is also communicated through each child's online Pupil Record Book. (Red Book). Teachers should type up entries in this book as and when appropriate, detailing both positive and negative behaviours.

If a child is to be transferred to another school, whether as part of a reintegration programme or due to moving area, teachers will be asked to provide curriculum records that detail the child's progress and level of attainment. The statutory requirement is that this information be provided within fifteen working days of a request. It would, however, be expected that these records should be available on request although they may require transferring into an alternative report format.

This Policy was reviewed July 2015.

Signed: .....

Mr Lee Morfitt (Chair of Governors)

## Understanding Your Marked Work

You will see these ticks next to your objective:



Exceeding the objective



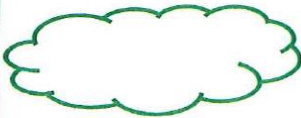
You have met the objective to a good standard



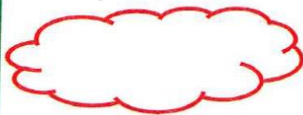
You have met the objective to a minimum standard



You have not met the objective



Area of successes



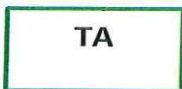
Area of development/challenge question  
(\*Evidence of pupils' response to marking)



Teacher has worked with me



I have completed this work independently



Teacher Assistant has worked with me



Challenge work introduced during lesson by the teacher

\*To show pupils progression through marked work. Could be daily or end of unit/project dependent on subject.