



# **Monitoring & Assessment Policy**

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### **1 Introduction**

- 1.1 The policy statement details the framework within which all assessment, recording and reporting within Oakfield School should be carried out.
- 1.2 Pupils who attend the school are 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 pupils' achievements within the wide range of experiences and environments used to support learning within the school.
- 1.3 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 pupil.

### **2 Marking**

- 2.1 The importance of recognising pupil's achievements and for them to receive feedback is fundamental to the teaching process. It also forms part of formative assessment, which is essential for teachers to refine planning when teaching pupils, so that they can swiftly move forward towards desired learning outcomes.
- 2.2 The school operates two types of marking and feedback:
  - Daily Light Marking – acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
  - Developmental Marking (every 3/4 lessons) - detailed feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

### **3 Non-Negotiable Procedures for Marking**

- 3.1 All marking to be carried out in green pen.
- 3.2 All marking is to be done in a clear legible fashion.
- 3.3 All pupils' work is to be at least 'light' marked.
- 3.4 Work that is marked developmentally requires a response from the pupil.
- 3.5 The marking is to be followed in all cases and be displayed in pupils' books/folders (Appendix 1).

## **4 Feedback**

- 4.1 Effective marking is key tool providing feedback to pupils. This enable them to be clear in what they can do well and what they need to do to improve. When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.
- 4.2 Feedback should:
- be positive, specifically identifying what has been done well (highlighted green);
  - identify an area for specific improvement by an improvement task (highlighted pink).

## **5 Assessment**

- 5.1 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.
- 5.2 Formal termly assessments should be made against clearly defined criteria and be based upon objective evidence using APP. This information is then shared with parents during termly reports.

## **6 Target Setting**

- 6.1 Target setting is essential to ensure each pupil works at their full potential and achieves the best outcomes. Each term, following the formative assessment, pupils' books will be updated with their current working level, their target level (end of year and key stage) and a written target highlighting what they need to achieve the target.

## **7 Reporting**

- 7.1 All pupils who attend the school are subject to an Educational, Health and Care Plan (EHCP). Assessments made at the school should enable staff to report effectively for Annual Review, for additional assessment, reports to other educational establishments on a child's transfer or internally as children change classes or departments.
- 7.2 Subject reports contained within the review report will form the basis of the Annual Report to Parents. 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. 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.

- 7.3 In addition to the above, teachers are expected to make comments for the End of Term Reports to parents/carers.
- 7.4 If a pupil 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 pupil's progress and level of attainment.
- 7.5 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.

## **8 New Admissions**

- 8.1 A pupil should complete a standardised reading test within six weeks of admission. They will be observed in a range of learning situations to allow appropriate curriculum planning and an IBEC to be produced.
- 8.2 These initial assessments should provide a baseline from which a pupil'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 Head of Curriculum no later than 6 weeks after the pupil's admission at the school.

## **9 Monitoring**

- 9.1 Overall responsibility for assessment, monitoring, recording and reporting is delegated by the Headteacher to the Head of Curriculum who, in liaison with the Curriculum Team, will ensure that the framework outlined in this policy is adhered to.
- 9.2 Monitoring of the policy will be done through termly work scrutiny and learning walks led by the Head of Curriculum and a member of the Curriculum Team. It will be monitored for whole school consistency and evaluated for impact on pupil's outcomes.
- 9.3 Evaluation of the policy will be encouraged through teachers and departmental meetings and if any changes/additions are deemed necessary they will circulate to all teaching staff.

## Appendix 1

### 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



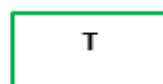
You have not met the objective



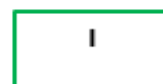
Area of successes



Area of development/challenge question



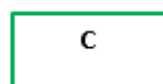
Teacher has worked with me



I have completed this work independently



Learning Mentor has worked with me



Challenge work introduced during lesson by the teacher