



Barndale House School

Assessment & Marking Policy

Context

This document is a statement of the aims, principles and strategies for Assessment, Recording and Reporting at Barndale House School.

Objectives

In our school, we believe that assessment practice should:

- Contribute to raising pupils' progress and self-esteem
- Challenge each pupil to achieve their best
- Celebrate the achievement and progress of each pupil
- Be purposeful and useful
- Be easy to understand and clear to follow
- Be meaningful to pupils, teachers and parents/carers
- Inform planning and teaching
- Give pupils a key role in evaluating their own achievements and progress
- Be used at whole school level to evaluate the effectiveness of teaching and learning for all pupils

Barndale House School follows the principles set out in the Rochford Review: Review of assessment for pupils working below the standard of National Curriculum tests (2016). In particular:

- Every pupil should be able to demonstrate his or her attainment and progress.
- Parents and carers should receive meaningful information about the achievement and progress their child makes and should be involved appropriately in assessment processes.
- Assessment for pupils with SEND should take into account the complexity, nature and combination of SEND. It should take account of recent SEND reforms including the introduction of Education Health and Care plans (EHC plans).

We use different assessment tools to measure pupils' progress.

- PIVATs (Performance Indicators for Value Added Target Setting) which is used for assessment of learning, performance monitoring and effective target setting for all school age pupils.
- MAPP – Mapping & Assessing Personal Progress

EYFS pupils are assessed in accordance with the Early Years Foundation Stage Profile using the Early Learning Goals



Method

These aims will be achieved through:

- Assessment of pupil learning and progress carried out during lessons
- Termly teacher assessments of students' progress and achievement
- The annual review process
- Termly ILP targets and monitoring of progress towards them
- Monitoring and evaluation of student progress to identify areas for improvement
- Strategic planning, informed by assessment outcomes, to improve resourcing, curriculum and professional development.

Assessment to inform Curriculum Planning

Assessment is an integral part of the planning process. Teachers' curriculum planning is informed by:

- Rigorous baseline testing on joining the school
- Initial assessments at the start of a unit of work (Assessment for Learning)
- On-going observation, marking and student self and peer assessment
- Teachers' lesson evaluations record progress of individual students during each lesson
- Small steps in progress recorded using MAPP
- Formal assessment using PIVATs

Observing Students

All teachers assess pupils' knowledge, understanding and skills through:

- Asking questions and listening to pupils.
- Observing them in practical tasks
- Allowing time for reflection in which to talk to them about their learning and progress.
- Checking and evaluating pupils' progress against learning objectives/outcomes shared at start of each lesson
- Checking pupils' understanding of key words for each lesson.
- Sharing evaluation of progress and achievement with pupils during lessons.

Pupils' Self-Assessment and Responses to Teachers' Comments

At all times, pupils are encouraged to reflect upon their achievements in order to recognise where they have been successful, boost their self-esteem and know how to move forward.



Specific strategies include:

- Self-assessment of tasks with teacher providing the criteria
- Time in lesson for pupils to read, respond to and question teacher's marking comments
- Pupils contributing to Marking
- Pupils contributing towards their own targets for next time
- Pupils making changes to their work in light of marking

Marking

Purpose/Rationale

The explicit aim of the Barndale House School marking policy is to:

- Improve 'quality' of marking
- Raise achievement
- Include a variety of marking methods
- Ensure understanding of learning
- Meet the needs of every student at Barndale House School
- Support parental involvement and understanding (increased involvement, possible exemplars of pupil's own work sent home)
- Ensure all pupils are aware of the policy
- Accelerate learning outcomes
- Support a framework in line with whole school vision
- Enable subject leaders and teachers to plan effectively for the next stage of teaching and learning
- Ensure pupils are aware of current achievements and future targets.

Guidelines

Use of symbols (see Appendix 1)

- Constructive – positive comments and identification of next steps
- Ticks within work to acknowledge good work
- Positive and purposeful
- Linked to success criteria
- Comments language pupils understand
- Age/ability appropriate
- Pupils encouraged to contribute to self-assessment

Internal moderation

To assess and ensure consistency in standards, progress and quality of learning, assessed pieces of pupils' work are moderated:

- Within subject areas at curriculum meetings
- At cross-curricular moderation meetings on a termly basis



External Moderation

In order to ensure consistency in standards, progress and quality of learning, assessed pieces of pupils' work are moderated with other Northumberland Special schools;

- The Grove Special School, Berwick
- Castle School, Ashington
- Collingwood Media & Arts College, Morpeth

EYFS data is moderated by Northumberland County Council

Annual Review

All parents/carers receive annual reports of their child's progress and achievement through the Annual Review, in accordance with the SEN Code of Practice.

Reporting to External Agencies

Evidence from the Annual Review process and from formative and summative assessment strategies are used as appropriate in discussion with educational psychologists and other learning support agencies.



Appendix 1

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| <p>Barndale House School Mark Scheme for Pupils Work</p> |
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No Help (NH)

You can do things on your own.



Spoken / Signed Help (SH)

You are helped by someone speaking or signing suggestions to you.



Physical/Gestural Help (PH)

You are helped by someone physically or using hand signals .



Experience Recorded (ER)

You are given the opportunity to experience the activity.