



LONGSTONE SCHOOL

ASSESSMENT FOR LEARNING

POLICY

ARTICLE 28

“Every child has the right to an education.”

ARTICLE 29

“Every child has the right to have their talents and abilities developed to the full.”

REVIEWED: June 2020



A Definition of Effective Assessment for Learning -

- Staff make a detailed audits of pupils' existing skills knowledge and abilities
- Staff take time to identify pupils' individual learning styles
- Staff identify the 'next step' for each pupil
- Staff help pupils to celebrate what they have already achieved and to motivate them to learn more
- Staff share their observations of pupils' progress and good practice
- Staff involve the parents and pupils in evaluating and celebrating pupils' achievements as well as setting targets for further progress

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At Longstone School we aim to –

- establish what knowledge a child has before any new teaching begins
- include assessment in curriculum planning
- support our assessment judgements with evidence and clear records
- collect evidence for assessment from a wide range of sources
- encourage children by giving positive feedback
- structure all tasks so that these enhance pupils' self-esteem
- evaluate learning outcomes, methods and procedures to gain the maximum benefit from assessment
- involve pupils and parents in the assessment procedure
- use assessment information to plan for the basis of individual progression and development
- recognise that the process of learning is as important as the final outcome
- use assessment to indicate a child's strengths and weaknesses
- moderate our school assessments internally and externally where required
- produce a comprehensive Progress File for each child that demonstrates every aspect of a child's achievement within school and the wider community
- ensure that the Progress File is valued by pupils, parents, teachers and the local community

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Curriculum Record -

All staff complete teaching term planners which are monitored by Key Stage Coordinators. These are based on the Programmes of Study in all subjects and include Cross-Curricular Skills and Thinking Skills and Personal Capabilities. Short term planning takes the form that members of staff find most helpful. Staff are encouraged to use information gained from Individual Education Plans and assessment tests and tools in planning levels of work and differentiated groupings.

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Children’s involvement -

Children are involved in the following ways:

- in discussion of their Targets/I.E.P.’s and how these can be achieved (age appropriate) on a weekly basis
- discussion about individual pieces of work on a daily basis
- termly review of pieces of work chosen for pupil portfolios and Record of Achievement
- completion of self-assessment sheets for their Progress File (different formats at different Key Stages)
- discussion with the teacher about annual reports
- discussion with the teacher about Transition Plans in Key Stage 3 and 4

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Parents’ involvement -

- parents receive an Annual Report as well as End of Key Stage reports and levels in Communication, Using Mathematics and Using I.C.T.
- parents discuss pupil’s progress at Open Evening, at Annual Review and by appointment throughout the year (when appropriate/requested)
- parents regularly review day to day work with teachers through home/school books, diaries and by telephone (when appropriate)

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Consistency -

Staff are involved in the use of the following standard assessment tools –

- a common term plan format
- common Annual Report formats
- a common End of Key Stage report format
- a common Individual Education Plan format
- a common Pupil Profile format (to pass on to next teacher)
- common standardised testing (twice a year)
- common individual diagnostic test, such as First and Second Maths
- regular sharing of good practice in Staff, Department and Curriculum Development meetings

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Evidence -

The following forms of evidence are being collected and filed for each child –

- targets for Communication, Using Mathematics and Personal and Social Development. These are reviewed and up-dated twice a year
- phonic records which are passed to next teacher (Key Stage 1&2 have boxes with letter name/phonic cards to pass on and use at home)
- a formative Progress File which includes samples of work, certificates, photographs etc.
- standardised tests in reading, maths and spelling carried out twice a year
- reading records listing books read, reading age and relevant comments
- End of Key Stage 1, 2 & 3 teacher assessment in Communication, Using Maths and in Using I. C. T.
- End of Key Stage 4 Entry Level Certificates (ELC) in English, Mathematics, Science (Single Award)
- Entry Level Occupational Studies (single and extended award - choice of 13 units).
- We also offer Employability Award (QCF) Level 1
- Some pupils are also being considered for Essential Skills Numeracy (EL 1 - 3 and Level 1).
- Other pupils are working through OCN Peer Mentoring (Level 1) and OCN Employability Level 1.
- Occupational Studies (Key Stage 4) – 2 units in Design and Creativity and 2 units in Environment and Society
- Creative Crafts in Digital Imagery Skills (Qualification Credit Framework) Levels 1 and 2 (Key Stage 4)

- Development of Awareness of Substance Misuse (Qualification Credit Framework) Level 1
- Pupils are entered for courses and qualifications which are suited to their individual abilities and interests.

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Recording Achievement -

The Progress Files are very important documents for all pupils at Longstone. They are highly valued by them and their parents. Any certificates or achievements completed in school or outside school are included in these as well as being celebrated at whole school assemblies and/or departmental assemblies.

Daily marking is another way we record and celebrate achievement. Marking is usually done with the pupils in class and affords the opportunity to praise them and identify ‘next steps’ in their learning. Often our pupils have low self esteem so encouragement for every little step is important. The marking system of ‘2 stars and a wish’ has been broadly adopted school with oral and written (when age and ability appropriate) feedback given.

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Reporting progress -

At present the school uses its own report forms. Staff make every effort to discuss the reports with children before they go out to parents. Parents receive an Interim Report in January, then a more comprehensive Annual Report in June. Parents of pupils at the end of Key Stage 2, 3 and 4 receive their Annual Report two weeks before an Annual Review of progress is held in school in February. All other year group teachers also meet with parents, as well as Occupational Therapists and Speech Therapists (where appropriate) and/or other professionals, at an Annual Review of progress in February. At the Annual Review meetings for pupils at end of Key Stage 3 and 4 officers from the Transitions and Careers Services also attend.

An Open Night is also held in October for parents to meet staff and discuss progress. In addition to this the staff make themselves available by appointment to discuss the progress of children with parents.

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Progression -

- A Profile Sheet containing information on Literacy, Numeracy, Personal and Social Development and medical information is passed on from year group to year group (and kept in the purple Progress Files).
- A Reading Record is maintained throughout the pupils' time at Longstone, including comments from the teacher on their reading ability and behaviour.
- Individual Education Plans are drawn up and reviewed for each pupil twice a year. The I.E.P.'s are monitored by the Assessment and Key Stage Coordinators. Previous year's IEP's are passed on to the next teacher for reference to ensure continuity and progression
- Teachers pass on information orally throughout the year, in particular prior to pupils transferring to another class
- Records are kept of pupils' performance in standardised tests as are the tests themselves. The test results are recorded using SIMS and a traffic light system is used to highlight upward or downward movement in the scores
- Representative pieces of 'good work' is kept in the Progress Files
- A record is kept of the Annual Review and any documentation from parents or professionals involved
- The child's Statement of Special Education Needs is available to all staff working with the pupil

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Staff Development -

- regular in-service training takes place in conjunction with CCEA, on 'levelling' pieces of work in Communication, Using Mathematics and Using I.C.T.
- the SMT meet regularly to discuss and identify areas of training need and future staff development

Areas for future development -

- developing further our range of pupils' self-assessment strategies and opportunities
- continuing to work with parents to develop their involvement in the assessment procedure
- continuing to develop the use of testing data to inform curricular development

- to further embed the practice of communicating learning intentions to pupils as well as the required success criteria prior to lessons through WALT and WILF.

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(This policy was last reviewed in June 2020)