The Henslow School

Curriculum Impact Policy

Secondary

(Assessment and Marking)

Assessment

Rationale

We are committed to regular assessment and know that its main purpose is to improve learning. We recognise that it is a vital element of curriculum planning and has four purposes:

Diagnostic – determining what the learners already know, their knowledge and skills and possible gaps or weaknesses

Formative – providing information that can be continually fed into the planning process

Summative – providing a summary of what learners know and can do

Evaluative – providing information on teaching and learning and the progress of individual learners and/or groups across the school, as part of a process of continuous improvement

Our aims

- To ensure that assessment for learning is ongoing in all lessons and the results of this are fed into the planning and review cycle constantly
- To involve learners in their own learning e.g. timetable sessions to develop learner personal skills and metacognitive abilities
- Set clear learning objectives that are phrased in a learner friendly way so that our students can understand them and respond appropriately to them
- For learners to know how their own learning equates to national expectations for their age
- For learners to value assessment and see this as a positive learning tool (rather than something to make them feel anxious or worried)

Our approach

These types of assessment take place regularly:

1. Self and peer assessment

Self and peer assessment encourages learners to take greater responsibility for their learning and we actively encourage both.

Self – We encourage learners to be participants rather than 'spectators' in their learning. At the beginning of new topics their views and opinions are actively sought and where possible are fed into the topic design. After key pieces of work, the learners are encouraged to reflect on their learning and to edit/assess their own work. Our aim is to ensure that the learners' perception of learning is not a merely a passive process whereby they listen to the teacher, absorb the information and then regurgitate the information with no links to what they know already or with no change to their deeper understanding and long term memory.

Peer – If learners can explain a concept to a peer, acting as the teacher or if they can explore with a peer why or how their work needs to be improved, this is an indication of their own level of learning and shows if they have 'mastered' the concept. We value learners giving working collaboratively and we carefully plan opportunities for this to happen – both orally and in writing.

2. 'Read and Respond' to teachers' marking

Teachers' read and respond comments are used to address misconceptions, general errors or to reinforce and extend learning. Teacher are asked to give students time to respond to these comments in the lesson at the point that books are returned and to encourage dialogue to make this a valuable exercise. See our marking code in **Appendix A**.

3. Verbal feedback

This happens during a lesson when a teacher may be circulating and a learning conversation takes place to move or extend a student's learning. It also happens when a teacher is working one to one with a learner. The student's book will be marked with 'VF' (verbal feedback) and may include a short summary of the learning point discussed, although this may not always be necessary if is not helpful to the student.

4. Rich, probing questioning

In our classrooms, the ability of learners to be able to express their views and thoughts is generated through the questioning skills of our teachers. Good questioning skills from the teacher help to:

- Develop interest and motivate pupils to become actively involved in learning
- Help the learners to develop their own critical thinking skills
- Support and push learning to ensure that it is fully embedded and mastered
- Encourage learners to ask their own questions and start to pursue their own knowledge
- Review learning

Our teachers use both open and closed questions, depending on the context.

Closed – these tend to be used to assess memory recall of previous facts/learnt information e.g. when was World War II?

Open – these are used to encourage learners to apply and analyse their knowledge e.g. how might a child feel if they had been evacuated during World War II?

We build a culture where every student knows that they may be asked a question at any point during a lesson. We ensure that a 'safe' classroom environment is created where the learners

know that making mistakes is part of the learning. We do sometimes ask learners to put their hands up to respond to questions but this is less common because we know that this relies on perhaps one or two more confident learners while others may 'switch off'. The use of individual whiteboards is routinely used to capture learners' responses or our 'think, pair, share' approach is also helpful in reducing anxiety levels.

5.   Reflective conversations – students assessing their own learning (the self-improvement process, learning about learning)

Teachers provide learners with regular opportunities to engage in a dialogue about the learning process and to discuss any areas that might be challenging. Teacher model their own metacognitive processes to help student to explore different ways of thinking and to be exposed to individual differences in metacognition. Students are encouraged to try out a variety of techniques in order to discover what is effective for them as an individual. The type of questions /prompts that teachers may use are:

- What do you know now that you didn't know when we started the lesson?
- How are you going to approach committing that information to memory?
- Can you explain our learning objective and to what extent you have met it?
- What helped you to learn in the lesson today?
- Was there anything that made it difficult for you to learn?
- What key vocabulary was new for you today?
- What's the connection between this learning and the work completed in the last lesson?

6.   Reflection and review points

This is a regular part of our teaching and assessment practice. School staff provide time for learners to engage in a discussion about a particular piece of work and they are encouraged to talk about what progress they have made and any areas of difficulty. This is an opportunity for the student to be fully engaged in their learning and to understand what their next steps are to continue their learning journey. The focus of these conversations could be:

- Evaluating progress through a topic/ exam board syllabus
- Reviewing short and long term targets, linking to EHCP/PEP targets
- Listening to the student's view about how they are progressing
- Making it clear what the student needs to do to improve and applying this to the next task/topic
- Supporting a student to respond to the teacher's marking comments
- Setting intentions for future ways of working
- Jointly agreeing ways of overcoming any obstacles or barriers to a student's learning

Typically, these conversations are summarised in a student's subject learning journal.

7. Formative assessment

Formative assessment is on-going throughout the lesson or series of lessons and is a vital tool in the planning, teaching, assessing cycle. Teachers will also seek to help students make links in their knowledge between subjects. Formative assessment is used to complement the more formal summative assessments.

8. Summative assessment

Summative assessments are used to access what a learner can do at a particular time. Typically, we carry out the following summative assessments, always being mindful if the student is able to cope both academically and emotionally:

- End of unit tests, either teacher devised or using provided content such as the Pearson resources for Maths and Science and AQA resources in English
- Mock exams, either full papers or partial papers to assess a student's progress towards the required standard of a specification
- Public examinations at Entry Level, Level 1 and 2 and GCSE's
- Any additional testing that may be requested to further explore why a student may have a barrier to progression, these are usually carried out by our SENCo, or we may commission more extensive piece of work on behalf of the placing Local Authority.

Initial/Baseline assessment

An essential feature of any assessment system is the identification of starting points for learning from which progress can be measured.

All new learners where amenable, are assessed, sometimes in class, sometimes individually by the teacher or SENCo, within the first few weeks of starting at The Henslow School. Learners may join our school at any time during Key Stage 3 or 4 and may, or may not, have regularly attended school prior to their placement.

Information obtained and considered during the assessment period includes:

- Any previous school records (we try to obtain verbal as well as written records because these can often be more informative)
- We use the 'Key to Success' online records to obtain any relevant national assessment data
- Statements (Wales) or Education, Health and Care plans and Annual Review Reports
- Standardised assessments to profile basic skills e.g. 'WRAT5'
- Views of the parent/carer and/or placing authorities/allocated social worker
- Reports from the learners' home or previous care placement
- Views of the student

From this baseline teacher's must be alert to students who make less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap

(SEND Code of Practice May 2015)

All school staff have a responsibility to raise these concerns with the Head Teacher and to seek opportunities to explore what may be going-on in a collaborative meeting with colleagues, such as a staff meeting.

The School should also be alert to students who have particular talents and aptitude in certain subjects, where they should be challenged and stretched. This could be achieved through enrichment activities in school, extra tuition, visits and trips, or engaging other specialists to support a particular curriculum area.

To support teachers to assess and monitor student progress the school uses an assessment system based on standard scores and national expectations to allocate a number between 0 and 50 which subsequently allows tracking to take progression to be seen in a graph.
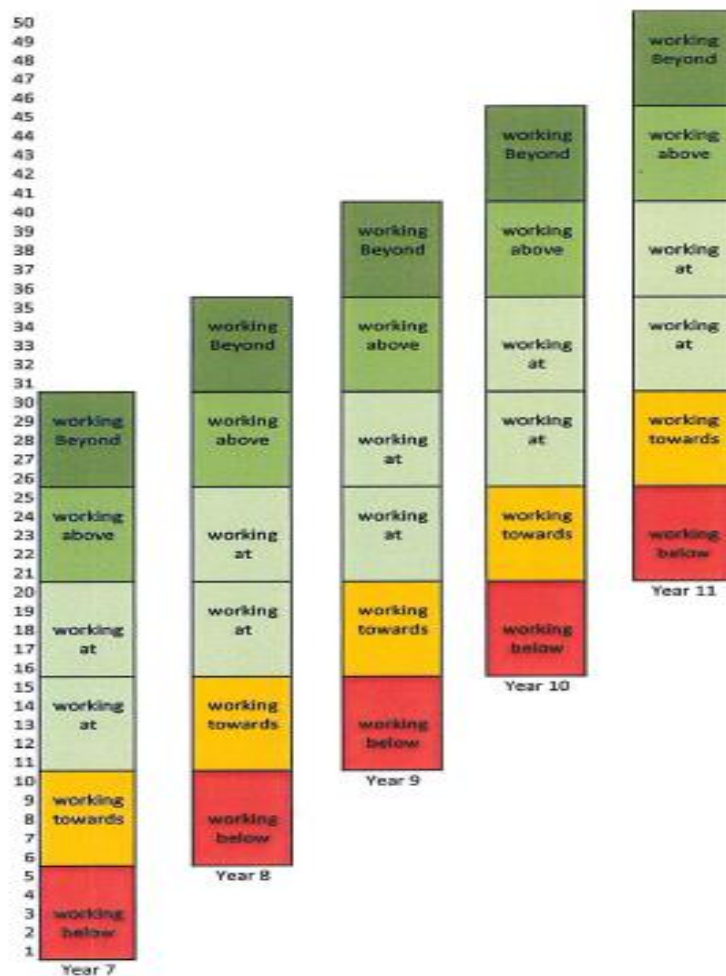
Personal Skills and Social/Emotional Aspects of Learning Assessment

To supplement our assessment process of the more academic skills, we also monitor the progress of the learners' development in the softer, personal skills. With complex backgrounds, many of our learners do not arrive ready to learn and need support to process issues and time to begin building working relationships, before they can reach a state of readiness to learn. This holistic approach, we believe, is pivotal to supporting their learning journey. These skills run through all of the curriculum subjects and are explicitly taught in our personal skills programme.

Our personal skills curriculum combines the following elements:

- Self-awareness
- Motivation
- Independence
- Social skills
- Resilience
- Managing feelings
- Empathy
- Being organised
- Metacognition

Our assessment of these personal skills is necessarily a subjective process because it requires an assessment of values, attitudes and skills which are difficult to measure. The school has developed a range of descriptions to guide school staff to assess personal skills and these along with a system for averaging out different peoples' assessments provides a reasonably robust way to consider student progress in the soft skills. This information will be presented as one off assessments in the first instance and once there is a sufficient bank of information, in the form of graphs to allow progression to be seen.

SELF- AWARENESS *examples include*	MOTIVATION *examples include*	INDEPENDENCE *examples include*
They know their strengths and weaknesses and can admit mistakes.	They can break up long term goals into small achievable steps.	They can work on a task without adult prompts or reminders.
They can recognise when they have done well and can accept praise.	They can anticipate and overcome potential obstacles.	They can maintain focus and concentration during lessons.
They can reflect on their actions and learn from them.	They can monitor and evaluate their own performance.	They can make good choices which lead to progress and keep them safe.
They know what they are feeling and can label those emotions.	They can use mistakes to make changes and bounce back from failure.	They can think for themselves and explain their thoughts with clarity.

SOCIAL SKILLS *examples include*	RESILIENCE *examples include*	MANAGING FEELINGS *examples include*
They can communicate effectively with their peers. They can communicate effectively with a range of adults. They can listen to others carefully and respond appropriately. They can appreciate and respect the thoughts and feelings of others. They are prepared to work with other people that may be outside their particular friendship group. They can work well in groups and can co-operate with others. They can solve problems and resolve conflicts with other people.	They can cope with change without feeling too overwhelmed or anxious. They can keep going with a task even if is challenging. They can tackle difficult tasks and are happy to ask for help. They see mistakes as an opportunity to learn more. They enjoy challenging work as this helps them to make progress.	They can express emotions clearly and openly in an appropriate way. They can stop themselves behaving in ways that lead to negative consequences. They know that feelings can affect learning and relationships. They can use a range of strategies for managing uncomfortable feelings.

EMPATHY *examples include*	BEING ORGANISED *examples include*	META COGNITION examples include
They know that other people can express their emotions differently. They can see the world from other people's points of view. They can show respect for people from different cultures or backgrounds. They can listen to others and respond supportively and positively.	They come to school with a clear idea of what they need to do. They have everything with them that they need for the day e.g. reading book, packed lunch box etc. They record their homework and ensure tasks are handed back on time. They keep their own desk/book bag in an orderly way. They plan ahead and raise issues with plenty of time for them to be resolved.	They are willing to accept a level of challenge in their learning. They can talk about and explain if a task was too easy or too hard. They can recognise what helps them to learn best in particular situations. They can plan their work. They can use a range of strategies to help them to achieve e.g. using a mind map, mnemonics for facts, word association etc They know what they are good at and what they need to improve. They can talk about their learning confident**ly.** They can take responsibility for their own learning e.g. ask to move to a different space away from someone who might be distracting them.

Book scrutiny and Moderation

Book scrutiny will happen regularly during learning walks carried out by the Head and Deputy Head teachers. Moderation will take place at least twice a year in staff meetings. Learners work will be compared and discussed to ensure consistency across the whole team. Teachers are also facilitated to attend Shropshire Network meetings and to build networks with subject teachers in other schools to facilitate an understanding of standards nationally. We encourage all of our teachers to be reflective practitioners. The emphasis is on understanding why learners perform in the way they have and exploring different ways of maximising each

students' potential whilst ensuring we do not put artificial ceilings on their attainment aspirations because of their earlier life challenges.

Lesson observations

Teachers are encouraged to undertake regular lesson observations of all practitioners working at the school to ensure that reciprocal learning takes place and standards of teaching continue to be raised across the whole-school. The philosophy must always be that we can learn from one another. Once observed, a peer review sheet should be completed to ensure that the visiting teacher has reflected on what they have seen and any strategies and aspects of their own pedagogy that can be honed following their observation. At least one annual lesson observation will also be conducted by the Head or Deputy Head teacher in the summer term to ensure consistency across the whole-school regarding the quality of teaching and this will feed into the on-going school self-evaluation. The Head or Deputy Head teacher will visit lessons more frequently on learning walks to inform areas of development and to share good practice. If a teacher is struggling, a support programme will be set up and targets set and monitored more regularly. We have the advantage of having easy access to our primary school specialist colleagues and supportive links can be made. Our appraisal, performance management and capability policy gives further guidance for supporting teachers.

Reporting

It is important that we share information with those who are involved with or supporting a student and to do this we make the following available;

- Daily reports (grades for effort as well as attainment)
- An annual written report for each child in the Summer Term
- In addition to the annual Summer report a short summary report for the Autumn and Spring terms (necessary due to the possible high mobility of our learners)
- Autumn Term and Spring term school review days where students and their supporting adults take part in a meeting with all teachers and then a follow up smaller meeting reviews their PEP and/or targets.
- Information to inform any Annual Review of Statement/EHCP, conducted in line with statutory regulations
- Information to support full completion of the PEP and LAC review reports.
- Any verbal reporting required by parents, carers or social care to support decision making for that young person.
- Live, Plan, Do, Review Records

Marking

Our Aims

For marking to be:

- Meaningful (for both the learner and as a record for the teacher to feed into subsequent lesson planning, reporting or individual targets)
- Manageable
- Motivating

At the Henslow School, our marking helps our learners to:

Understand what they have done well – learners need to know what they have done well and the reasons for it.

Understand how to improve – learners are actively encouraged to read their marking comments before starting any new work. Our comments provide a mixture of challenge, reminder, process and example prompts, as appropriate, to help learners to understand.

Make visible signs of improvement as a result of feedback – for marking to be effective there must be visible signs through the learners' work of progress as a result of marking and feedback. Our regular 'read and respond' time is a tool for helping learners to reflect and think about their work and feeds into the learners' own metacognitive journey.

Consistency

All teachers follow the school's marking code so that learners are familiar with the terms used and there is consistency between teachers and additional adults who may support their learning. We are very aware that sometimes verbal feedback (VF) has more of an impact on a student's learning than written feedback and any guidance/prompts are often much more effective at the point of writing, so we do use this approach whenever possible.

Appendix A: Henslow School marking Policy

1. In core subjects and subjects in which teachers see students for 3 or more lessons a week books must be marked weekly
2. In subjects where students have 2 or less lessons a week books should be marked at least fortnightly
3. In subjects where students do not have books, expectations remain in relation to evidencing feedback to students.
4. Teachers, with the help of teaching assistants are expected to support students to record their learning in a learning journal style, through the inclusion of:
   a. Photos
   b. Comments which summarise verbal feedback (VF)
   c. Worksheets
   d. Missed work
   e. Assessments/tests
5. Marking should address the following:
   a. Help learners to know what they have done well and why
   b. To help learners understand how to improve
   c. To recognise clear progression and reflect on the metacognitive journey for the student

The following activities must be carried out with students at least half termly:

- An opportunity for self-assessment (at KS4 using exam board mark schemes)
- An opportunity for peer assessment (using online resources if there are no suitable peers)
- Target setting/discussion about targets in your subject area
- An opportunity to reflect on progress through subject content (pace)
- An opportunity to reflect on the development of subject specific skills and how they may link more broadly
- Evidence that students have had access to work at a better level than their own, to allow them to see what they are working towards
- Opportunity for reflective learning, this could include plenary activities which reflect on what has been learnt e.g. Even better if….
- Regular inclusion of metacognitive discussions and activities which develop student self-understanding of their own learning preferences
- Extended writing
- Functional learning/applied learning/real life examples
- Student written response to teacher marking
- An element of reading which stretches and challenges within the subject area

Last Reviewed	October 2022
Next Review Due	October 2024
Reviewed by	Head Teacher