



Assessment Policy

Nugent House School

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Assessment is an integral part of the learning process; it serves the needs of all those with an interest in improving students' progress, including the students themselves. The assessment process allows all students the opportunity to show what they know, understand and can do. More importantly, it should show what the student needs to do to improve and consolidate learning. Statutory guidelines, syllabus, the 3 planning process and schemes of work identify the key learning objectives against which pupils' attainment and progression will be assessed. Each subject area can address its own needs whilst adhering to the following principles:

- Fulfilment of statutory requirements
- Consideration of the needs of pupils
- Integration of assessment into the learning process and ILOs
- Provision of feedback about a pupils achievements and experience in relation to the stated curriculum
- Provision for the planning of learning
- Inclusion of opportunities for pupil reflection and review based upon clearly defined and stated objectives
- Planning for assessment of knowledge, understanding and capability
- Full use of an interactive spreadsheet per class as appropriate
- Work will be collected and marked before the next lesson to ensure students have immediate feedback. Weekly, work will be portfolio based, in exercise books or be a physical piece of evidence. ICT work can be printed and collected in hardcopy for marking and placing into portfolios
- Assessment should develop teacher planning to enable students to improve
- 'next steps' feedback is vital for student success and must be provided for every piece of work
- Each student's workbook/portfolio must record their individual targets and a visual method of their progress.

Teacher Class Files

Class files must include the following documentation:

1. Subject Policy
2. Scheme of Work
3. Lesson Planning
4. Baseline Assessments
5. Records of Achievement - Termly
6. Examples of Marked Work, Graded and Marking Policy
7. Differentiation of Levels
8. Curriculum Reviews – Termly
9. Programme of Study from National Curriculum or Exam Board
10. Keeping Children Safe in Education 2019
11. Prevent Duty

Files will be reviewed as part of the quality assurance process. The teacher in charge of the subject is responsible for ensuring that the content is kept up to date.

In order for assessment to be valued and understood:

- Pupils should be involved in the assessment process
- The assessment process should be both formative and summative in line with the whole school data collection and end of term reports
- Assessments should inform teaching and learning
- Assessments should be shared with other teachers/teaching assistants to support the academic mentoring process
- Social Workers and Virtual Heads may receive summative reports in writing each half term but also have the opportunity to discuss progress through LAC's and other visits.
- Underachievement will be notified to Teachers/Learning Mentors, TAs through the Deputy Head and meetings with appropriate intervention resulting.

Recording and Reporting Rationale

Recording and reporting allows Nugent House School to measure, record and acknowledge the achievement of the individual student against set objectives. This helps us monitor performance and to plan effectively for future learning.

Young people can expect to have their work marked with a grade and formative next steps feedback weekly. Young people need to have an exercise book or portfolio. They must receive praise (written and verbal) with constructive help to achieve their individual targets.

Purposes

The purpose of assessment, recording and reporting is to:

- Monitor progress and provide feedback for students, teachers and others, leading to action planning and target setting.
- Recognise the achievements of individual students.
- Motivate and reward students.
- Identify strengths and areas for improvement.
- Evaluate effectiveness of teaching and learning.
- Create a framework for (departmental) assessment policies.
- Provide evidence of achievement, progress and curriculum coverage.
- Provide clear information to social workers, students, teachers and others.
- Meet statutory requirements and facilitate discussion/dialogue.



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Assessment and Recording should:

- Grade and provide discussions
- Be from a variety of sources including written, verbal, peer discussion and so on
- Be integral to teaching / learning
- Be noted in teacher planner records
- Encourage dialogue between student / key teacher and the whole of the education team
- Take into account the different abilities of students when devising work
- Be standardised across the school

Reports should:

- Record attainment/progress/attitude to learning/wider achievements
- Be clear to all interested parties
- Identify targets
- Effort and achievement grades
- Provide formal feedback on academic progress every half term, to students, parents/carers
- An annual School Report will be produced at the end of each academic year
- Assessment, recording and reporting should be in line with statutory guidelines where appropriate
- Link to the key teacher for an academic review. This leads to new targets aiming to remove any 'barriers to learning' and praise for progress made.
- Use all measures to drive forward specific adjustments to teacher planning and therefore learning

Quality Assurance:

All work will be periodically checked by the relevant SLT with one measure of QA per term.

Linked Policies:

- Learning and Teaching Policy