

Talbot Specialist School

Assessment Policy

Mission Statement

Opportunity and achievement through partnership

Introduction

At Talbot Specialist School our aim is to enable all our students to experience and participate in learning and teaching which will equip them for their future lives as adults and support each student in reaching their full potential. Central to this is the delivery of a curriculum which is innovative, flexible, person centred and relevant to the challenges and opportunities which our students will encounter as they leave school.

This curriculum statement has been written in consultation with the staff, governors and pupils of Talbot Specialist School. It takes into account the diverse learning needs (see appendix 1) and cultural diversity (see appendix 2) of each of our pupils and builds on the strengths, aspirations and individuality which they bring to our school community.

Aims of the school:

At Talbot Specialist School we aim to provide:

- A dynamic, personalised curriculum
- Student centred learning
- Partnership with families
- Enrichment of learning through the wider community
- A celebration of our cultural diversity
- Multi-agency support
- Choices and opportunities on leaving school

Aims of Assessment

- To involve students in their learning by ensuring they understand what they are learning and where they are in their learning.
- To involve students in their learning by providing opportunities for peer and self-assessment.
- To raise aspirations of students, teachers and parents and carers.
- To show our students that their work is valued and to celebrate their achievements.
- To set challenging targets which enable students to make outstanding progress in their learning.
- To identify areas of strength and difficulty to inform the next steps in learning.
- To inform personalisation of learning through differentiation.

- To identify any barriers to learning and the support/intervention needed to overcome them.
- To provide information to improve teaching and learning by informing progression in planning and curriculum delivery.
- To measure and analyze the impact of curriculum developments, interventions and support upon student progress.
- To inform all stakeholders about student progress and achievement.

Assessment for Learning (Formative assessment)

This involves the use of assessment in the classroom to raise student achievement. It is based upon the idea that students will make the most progress if they understand the aim of the learning, where they are in relation to the aim and what they need to do achieve this aim.

The Assessment for learning process

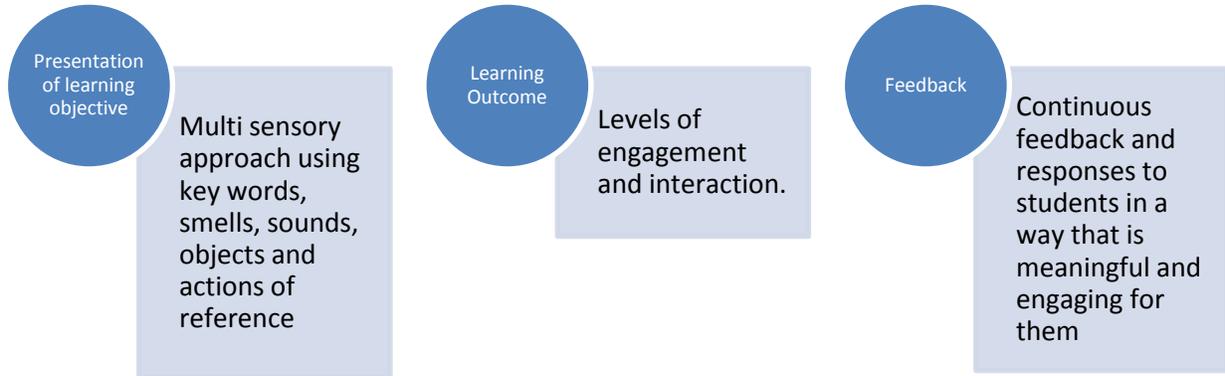
- Sharing/displaying the learning objectives in a format that is understandable to students.
- Teacher assessment of learning recorded – Evaluation of planning, individual recording systems.
- Using feedback/review: develop informing students of next steps.
- Marking
- Pupil self-assessment
- Peer assessment
- Moderation
- Previous assessment informing planning.
- Steps to success

The format of the assessment for learning strategies will depend upon the learning needs and learning levels of the individual students. The emphasis is upon meaningful and relevant strategies which enable the students to make progress.

Staff develop high quality, trusting relationships with our students and this is a vital factor in determining the effectiveness of feedback. The staff know the students really well and are skilled in identifying ways of presenting information and responding to students' learning, which are motivating and engaging.

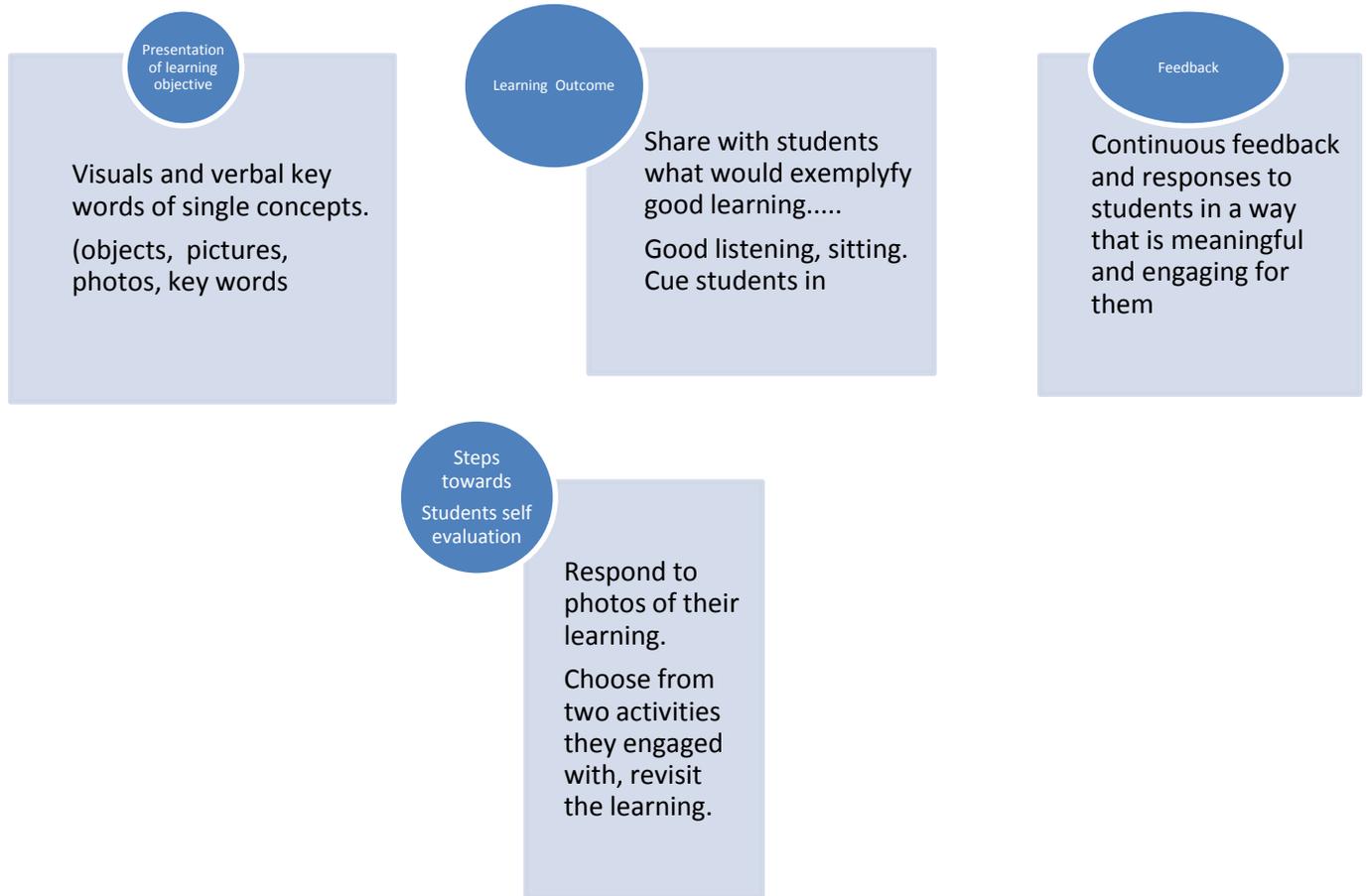
Students working at P1/P3ii

Teachers use objects and actions to cue students in that a specific type of learning/interaction is going to happen or is happening.



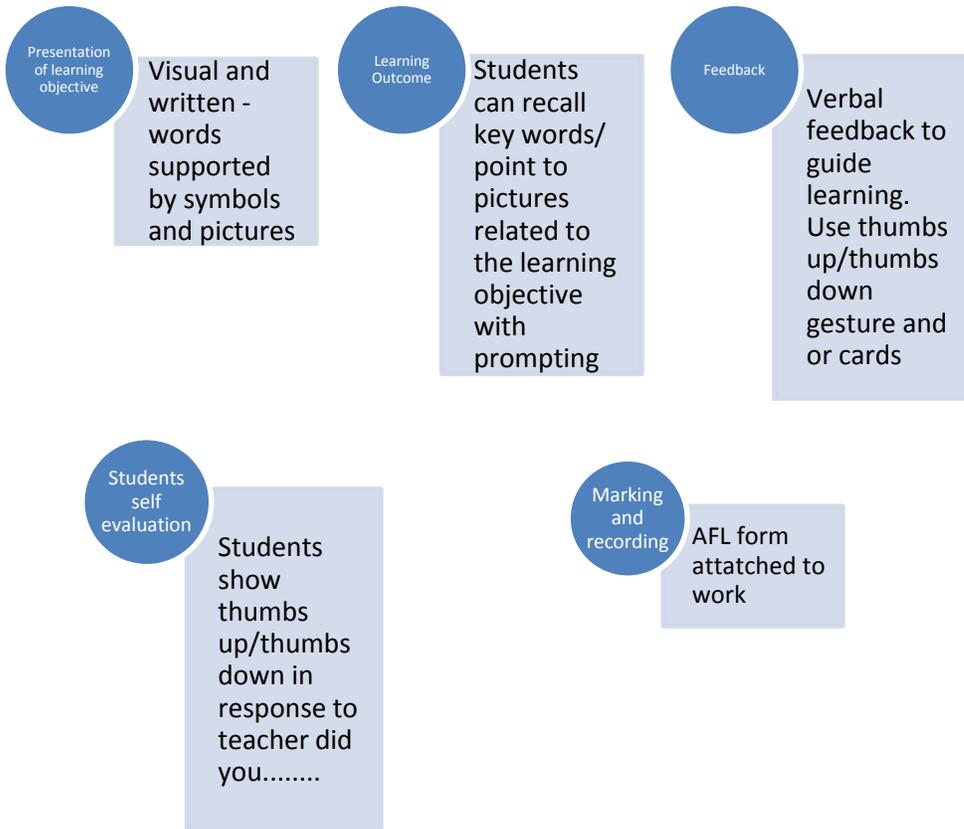
Students working at P4/P5

Teachers use objects and visuals to promote autonomy of students. Students begin to understand some of the elements of good learning and a simple set of criteria to assess and celebrate achievements.



Students working at P6/7

Teachers use the written word and key symbols to reflect and support students to understand their learning and to develop some autonomy. Students begin to use symbols to represent good learning.



P7/National curriculum

Teachers share learning objectives in written form with key symbols. Students can follow steps to learning to develop autonomy. They begin to reflect with growing independence on how they achieved using supportive materials. Teachers model how to unpick a process.

Presentation learning objective

- Written augmented with symbols as necessary
- May be presented with green amber red boxes to indicate help needed

Learning outcomes

- Students state what they are learning
- Students begin to be aware of steps in learning

Feedback

- Verbal feedback during learning activity.
- Stickers on work (Different per phase)
- Visual feedback during activity or plenary using thumbs cards or red amber green as appropriate.
- AFL form attached to work

Self evaluation

- As appropriate students will:
 - Show thumbs cards to state whether they met learning objective
 - Circle box thumbs up or down
 - Circle green, amber red for help needed to meet learning objective.
 - Circle symbols representing, challenge, learning and emotions.

Marking

We use two types of marking during assessment for learning.

Acknowledgment marking –

This is not detailed marking and for most students it is the verbal or symbolic feedback given during an activity or plenary.

For some students this is a sticker on their work and for others it is a green, amber or red circle on the work.

This provides evidence that a learning conversation has occurred.

Improvement marking

For students working at early P levels this is in the form of the Achievement and Engagement recording sheets using the “Levels of response” from the QCA guidelines or the “engagement profile”.

For all students one form of improvement marking which informs teacher recording and assessment is through annotation of key pieces of work/photo evidence. The annotation comprises of a description, a P level or NC step, and next steps for learning. This annotated work is shared with the student where possible. Staff use the AFL form.

Students working on National curriculum have improvement marking of their work at regular intervals. This marking takes place with them and focuses upon their success against the learning objective and any improvements needed. It may also relate to an IEP target. This can be a written record of verbal feedback and students are given the opportunity to respond and this also can be recorded. Next steps are clearly identified. The language/communication strategies we use in marking are clear and teacher check the students have understood what is meant. The AFL form may be used for this if felt appropriate.

Recording Assessment using Bsquared and Caspa

- We use BSquared to input data and identify next steps for learning
- CASPA is the tool that we use to analyse data from Bsquared
- CASPA sets targets based on expectation which is generated from data collected nationally.
- We also use data to measure progress against progression guidance, we aim for students to be in the upper quartile.

Assessments are collected and analysed at 3 points during the year, in December, March and June.

Teachers meet with the deputy headteacher to discuss the progress of their class and to identify any interventions which will improve progress.

The policies for subject areas illustrate the content of those subjects for example Maths and English skills are delivered in a cross curricular way in Post 16.

This Curriculum Policy should be read in conjunction with the Teaching and Learning, Assessment, SMSC, Accreditation and subject policies.

Tricia Bennett
November 2015