



Dawn House School

Assessment Policy

This policy will provide a clear description of the assessment processes at Dawn House School. The processes will be understood and implemented by all staff. The purpose of the whole school assessment policy is to provide a framework in which the common elements in the policies of all curriculum departments are reflected.

SECTION A: Internal Assessment:

The school recognises the importance of Assessment for Learning (AFL) as “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there”. *Assessment Reform Group 2002 QCA.*

Fundamental Principles

Assessment, Recording and Reporting will:

- Offer all Dawn House children an opportunity to show what they know, understand and can do.
- Help them to understand what they can do and what they need to develop.
- Relate to a learning objective that has been shared with the child, and forms the basis of the assessment criteria.
- Enable teachers and therapists to plan more effectively.
- Help parents be involved in their children’s progress.
- Provide the school with information to evaluate work, progress and achievements and set suitable targets.

Assessment Aims

- To provide clear guidelines on the school’s framework for assessment for learning.
- To establish a coherent approach to assessment throughout the school.
- To provide a system of assessment and target setting that is clear for pupils, staff and parents.
- To ensure that all assessment judgements are accurate through robust moderation both internally and externally.
- To ensure staff assess and monitor student work on a regular basis.
- To make sure all Dawn House School staff are confident in the accuracy and process of setting SMART targets for continued progress, following assessment of pupils.

- To effectively use formative and summative assessment data which in turn will impact on planning, teaching and curriculum review.
- To use assessment to determine progress and compare this against previous progress, expected progress and progress in similar establishments.
- Assessment informs analysis in terms of progress of cohorts of pupils as well as individuals and different groups with protected characteristics as defined by the Equality Act 2010 eg. age, race, disability, sex, religion or belief, sexual orientation, gender re assignment, pregnancy or maternity
- To improve standards of attainment for all pupils.
- To ensure assessments for external accreditations are carried out in the manner laid out by the Awarding Body guidelines and regulations.

Assessment for learning

Is effective when we:

- Are clear about what children know, understand and can do in all areas of learning.
- Ensure children know what they are supposed to be learning, what they have achieved and how they can improve.
- Regularly provide children with the chance to reflect and talk about their learning and progress against targets.
- Use a range of assessment methods, e.g. observing, asking questions, listening, assessing pieces of work and testing.
- Use the results of assessment to decide what to do next.
- Ensure that other adults working in the classroom are clear about their role in assessment, and will pass on information about the children.

Responsibilities

The school's **Senior Leadership Group (SLG)** will ensure the policy is appropriate, provide staff training and support and also recognise any inconsistencies with whole school policies and act accordingly. The SLG will provide the opportunities to moderate work and subject teachers will ensure that assessments relating to their subjects are appropriately moderated. They will compare results of assessments with those available from other schools, annually, to determine a measurement of 'value added'.

Subject leaders will facilitate moderation, making judgements of standards agreed across a key stage. They will ensure assessment requirements are clear within their curriculum area and that the assessments are carried out, recorded and communicated to the subject leader. The **SLG** will provide CPD to make sure that the staff have the necessary skills and knowledge.

The Assessment Coordinator and SLG will compare assessment results with previous cohorts, reflect on the progress of individuals, e.g. the percentage of pupils who have advanced through how many National Curriculum levels of progress, and they will use these reflections on rates of progress to inform future planning. This data will be shared with **Subject Leaders** and implications for each department will be discussed. **Subject Leaders** will use the information on progress to plan and develop appropriate schemes of work and deliver appropriate qualifications.

Teachers, supported by **Learning Support Assistants**, will set assessments within the guidelines and pass records on to the subject leader.

Therapists will set SLC targets and assist the staff in the setting and assessment of targets.

Educational assessments are either formative or summative.

Formative assessment

An assessment during the learning process to improve learning. Formative assessment assesses how pupils are learning during the learning process. It 'forms' or affects the next learning experience. Formative assessment should be undertaken regularly. This provides learners with constructive feedback on their progress and indicates how improvements can be made. Feedback for each learner should be appropriate to their learning needs (for example, verbal or written feedback).

Methodology

The following practices are used in school:

- Making explicit the purpose of a lesson / success criteria. Use of pupil friendly terms on board, e.g. character WALT – 'We Are Learning To... WILF – 'What I'm looking for....' or levelled learning objectives.
- Classroom questioning / interaction, e.g. mind maps to record current knowledge / understanding, plenary to check understanding.
- Pair / group work to assess use of key vocabulary.
- Homework tasks.
- Effective feedback / constructive marking to record successes and improvement against learning criteria. Offer strategies for improvement e.g. bubble and block, highlight and prompt, 'EBI' two stars and a wish.
- Pupil marking, where answer is right or wrong, with instant staff feedback.
- Opportunities for pupils to review achievements.

- Self/peer assessment at end of learning activity or unit.
- Transfer /application of skills, knowledge and understanding across curriculum.
- Discussions with pupils so that they know what they need to improve.

Summative assessment

Summative assessment is the process of making judgements about the evidence presented to meet the assessment criteria and a judgement about the learner's achievement and attainment.

Methodology

The following practices are used in school:

- Tests, e.g. mental maths, spelling, reading / comprehension, vocabulary, pre / post unit tests.
- Assessment with standardised score, e.g. reading, spelling.
- Assessment in terms of age related expectations.
- Standardised Assessment Tests in English, maths and science at the end of key stages 2 to reflect pupils level of performance and individual needs.
- Twice yearly assessment of reading ages.
- Dyslexia screening tests, where appropriate.
- External assessment for accreditation, e.g. entry level, GCSE, NVQ, YAS, AS level, BTEC, Aim Awards etc. Teachers and assessors must ensure that they follow the criteria set by the Awarding Body for each unit.

Timetable of assessment

Teachers will establish an accurate baseline assessment of all new entrants to school by the end of the first half term of entry. This baseline will be assessed using standardized literacy and numeracy tests, age related National Curriculum descriptors and AfL assessments:

- From previous school assessments and attainment data
- NC age related attainment in all subjects.
- SAT results for end of KS2 / 3
- Exam results and KS4 attainment

- From DHS assessment service report. Initial 2 day assessment information prepared by teacher & SLT/OT.
- Through teacher ongoing assessments e.g. using P level descriptors, National Curriculum age related descriptors and AfL in KS1 – 3, and assessment criteria of accredited courses in KS4 and FE.
- End of key stage 4 (post exams) BKSB assessments administered and results to FE establishments.

Progression of Assessment

Teachers will record assessments on a short, medium and long term basis:

Short term (daily, weekly):

- Teachers' notes (against lesson objectives).
- Marking/annotation of pupils' work.
- Assess personal targets via notes taken by teacher / SLT / LSA.

Medium term

- Pre / post unit tests.
- Record assessment of targets against given criteria on IEP.
- Recording age related descriptors and AfL criteria recorded termly on a piece of assessed work for each pupil in each subject area. These will be held in a subject specific file for each learner.

Long term (annually / end of key stage)

- Record of progression against targets on annual review. These are to be reviewed by the **Core Team** for each pupil, and relevant **teaching staff**.
- Record of SATs results collated by **Assessment Coordinator**.
- Record results of external accreditations and coursework, e.g. entry level, GCSE, NVQ, YAS, etc. These will be collated by the **Assessment Coordinator**.
- **Teacher** assessments for end of key stage 2 and 3 to be submitted in May each year. These will be submitted to DFE by the **Assessment Coordinator**.

Personalised Target setting

All pupils will be given set targets using National Curriculum age related expectations, P levels, AfL criteria or criteria set by Awarding Bodies for external accreditation.

Progress towards this will be discussed with subject teachers and SLG mid way through the academic year.

Recording progress

Teachers will maintain records of progress by submitting one assessed piece of work per child every term for each subject area. These will be held in the subject specific file for each learner. Teachers will also be required to submit Teacher Assessment levels each term.

Evaluating and maintaining progress

SLG will systematically review and evaluate pupils' progress, comparing it with national expectations as expressed by the DFE and through national data sets. The Assessment Co-ordinator will monitor progress of different groups of pupils, particularly those with protected characteristics, as defined by the Equality Act 2010 reporting back to SLG.

Multi-Professional Teams alongside Teachers:

SLTs and LSAs are involved in recording their observations of pupil progress towards common targets, by a method agreed within the team.

These include:

- Notes on class observation sheet, checklists, verbal feedback to teachers, classroom marking.
- Assessment activities during small group or individual working.
- Self/peer/group assessment activities.

SLTs, LSAs and Care staff contribute to the assessment of targets set at the annual review, IEP targets, pupils' personal weekly targets and the assessment of the PHSCE curriculum.

Diagnostic assessments from **SLT and OT** inform teacher planning.

SECTION B: External Accreditation

Assessors, Subject Coordinators and Teachers must adhere to the regulations, guidelines and deadlines for those qualifications which include external assessments. This includes ensuring all entries are submitted to the **Examinations Officer** within deadlines, coursework or controlled assessments are sent to moderators on time, access arrangements are implemented where necessary and the regulations from the Awarding Body in regards to delivery and assessment are followed.

B1 External Accreditation: Access to fair assessment

- Teachers will ensure that the level of the unit is appropriate for each learner. This will include determining any additional support or reasonable adjustments the pupil may need.
- Learners will receive a copy of the unit to ensure that they understand the assessment criteria.
- For externally assessed units, such as those for GCSE, BTEC and Aim Award accreditation, the assessment criteria for each unit must be made clear to learners at the beginning of each unit. This should include the evidence required and the timescale.
- Formative assessment for each externally set unit should be provided and documented. Learners must then be given the opportunity to improve their work by acting on the feedback.
- Assessors must adhere to the approved assessment criteria stated in the unit descriptors.
- Formative assessment must be given during the unit. This provides learners with constructive feedback on their progress and indicates how improvements can be made. Feedback for each learner is appropriate to their learning needs (for example, verbal or written feedback) and is documented.
- Learners should be given the opportunity to act on the feedback from formative assessment and to make changes or additions to their work
- Summative assessment is the process of making judgements about the evidence presented to meet the assessment criteria and a judgement about the learner's achievement. Summative assessment should be carried out by **Assessors and Teachers** for all externally assessed units.

- **Lead Internal Verifiers**, in collaboration with **Teachers, Assessors and the Assessment Coordinator** are responsible for ensuring that Internal verification and standardisation are carried out according to centre and Awarding Body procedures and adhere to Dawn House School Internal Verification Procedure and Controlled Assessment Policy. This should be read in conjunction with the school's Examinations Policy which details the school's procedure in cases of Appeals and Malpractice.

B2 External Accreditation: Controlled Assessment Policy:

Introduction

Controlled assessment are defined as a form of internal assessment where the control levels are set for each stage of the assessment process: task-setting; task-taking and task-marking. Controlled assessments measure specific skills that may not necessarily be tested by external assessment.

Controlled assessments at DHS normally take place during timetabled lessons, though some take place outside of these sessions.

Roles and responsibilities

Overall responsibility for controlled assessment lies with the Head of Centre (the Principal). The Examinations Officer and Subject Co-ordinators work together to ensure that JCQ and awarding body requirements for controlled assessment are met.

Timing

An assessment calendar is in operation at DHS. This details the timings of controlled assessments and external assessments and is used to minimise clashes and manage periods when staff workload may appear heavy.

Procedures to be followed

The following procedures are to be adhered to by all concerned with the administration and management of controlled assessment.

Subject Coordinators' responsibilities:

Subject Co-ordinators using controlled assessment **must** read and adhere to JCQ guidance on controlled assessment. An electronic copy of this is available from the **Examinations Officer** and should be emailed to all subject coordinators annually. **Subject Co-ordinators** must ensure that all staff concerned with the administration and management of controlled assessment have the necessary information from the awarding body concerning the assessment task and the controls which need to be applied to it.

The Subject Coordinator must ensure full familiarity with the requirements of the specification. **Teachers** using controlled assessment must incorporate it into their schemes of work; guidance on what will be assessed, when assessments will take place, how assessments will be undertaken and where they will be undertaken must be included. Examination board guidance specific to the subject must be followed, and particular reference made to measures taken to ensure that the assessment is 'controlled'.

Subject Coordinators are responsible for supplying the **Examinations Officer** with details of all codes for controlled assessment. **Subject Coordinators** are responsible for obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.

Subject Coordinators are responsible for ensuring that all pupils taking controlled assessments in their subjects are fully aware of relevant dates and deadlines well in advance. Candidates should be clear about the assessment criteria which they are expected to meet in their controlled assessments. In particular, Subject Coordinators must ensure that at least 40% of the overall assessment (controlled and / or external assessment) is taken in the exam series in which the qualification is certified, to satisfy the terminal assessment requirement in accordance with the awarding body specification.

The Subject Coordinator must include – as part of their scheme of work – a clear plan from the beginning of GCSE teaching to point of certification which includes deadlines and builds in sufficient time to cope with unforeseen circumstances.

Subject Coordinators must identify and include – as part of their scheme of work – a suitable time during the GCSE course as a contingency measure to cope with unforeseen circumstances (fire alarms, illness, extreme weather, for instance) which may affect controlled assessments successfully taking place and, thereby, affecting adversely pupil's ability to achieve as highly as they might.

Subject Coordinators must ensure that internal standardisation measures adhere to the requirements of the awarding body. This must demonstrate how standardisation is achieved internally across all those involved in marking internally-assessed components. Controlled assessments must remain secure during the assessments, marking and after completion. Electronic copies of controlled assessments are not permitted unless clearly stated by the Awarding

Body. Printed copied of controlled assessment materials are available from secure websites accessible by the **Examinations officer**.

Subject Coordinators are responsible for ensuring that a record of marks awarded for controlled assessments is retained in the department.

Subject Coordinators are responsible for liaison with the **Examination Officer** and to ensure that access arrangements for candidates with special educational needs are clearly set out and met.

Subject Coordinators are responsible for informing the Examinations Officer - at the earliest opportunity – of anything that might compromise the integrity of the controlled assessment in their subject, for example malpractice.

Subject Coordinators are responsible for ensuring that subject-specific information regarding security levels for controlled assessment provided by the appropriate awarding body are adhered to. Further information regarding secure storage of candidates' work is found in the JCQ guidance and in the awarding bodies' published guidelines.

Subject Coordinators are responsible for ensuring that candidates' work is kept securely, post-completion, until the closing date for enquiries about results. In the event of an enquiry being submitted, candidates' work must be kept securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the School. Subject Coordinators are responsible for ensuring that suitable secure storage for candidates' work is used. Guidance on this is given in the JCQ document; the **Examinations Officer** will also offer guidance.

Subject Coordinators are responsible for ensuring that, where candidates are using electronic storage facilities (CDs, DVDs, MP3 players, laptops, memory sticks, for example), appropriate checks are undertaken to ensure that only permitted material is introduced into the assessment environment. This may require consultation with the **IT support staff** in order to set the appropriate level of access.

Subject Coordinators are responsible for ensuring that necessary data records are kept and submitted to the awarding body by the dates specified by the latter. Subject departments should refer to the JCQ guidance and their awarding body's published guidance for further information on record-keeping and submission.

On the few occasions when controlled assessment cannot take be conducted in the classroom intended, Subject Coordinators should arrange suitable alternative accommodation where controlled assessment can be carried out.

Subject Teachers' responsibilities

Subject teachers must not inform candidates of the mark awarded during internal standardisation as this can change during the external moderation process.

Subject teachers are responsible for supervising assessments (at the specified level of control). Teachers must undertake the tasks required under the regulations, only permitting assistance to students as the specification allows. Attention is drawn to Section 4.1.2, especially the requirement for teachers to remove any display material which might provide assistance to candidates. Alternatively it may be necessary to ask for a room change.

Subject teachers must ensure that students and supervising teachers sign the authentication forms on completion of an assessment.

The Examination Officer's responsibilities

The **Examinations officer** is responsible for ensuring that access arrangements have been applied for, following **Subject Coordinators** informing them of the intended assessments.

The **Examinations Officer** is responsible for informing subject departments of timings and procedures for the submission of marks to awarding bodies.

The **Examinations Officer** is responsible for checking that all Subject Coordinators using controlled assessment have in place measures that meet the requirements of this policy.

The **Examinations Officer** is responsible for ensuring that candidates are entered for individual units, whether assessed by controlled assessment, external assessment or on-screen test, before the deadline for final entries.

The **Examinations Officer** is responsible for entering candidates' 'cash-in' codes for the terminal examination series.

The **Examinations Officer** and **Principal** are responsible for ensuring that all confidential materials are stored safely and transmitted safely to supervising teachers, whether in CD or hard-copy format.

The **Examinations Officer** is responsible for the distribution of mark sheets for teaching staff to use. **Subject Coordinators** are responsible for sending these to awarding bodies prior to deadlines.

ICT Support

The ICT Support Department is responsible for ensuring that the IT needs of each subject department's controlled assessment are met, as directed by the relevant subject's Head of department. Where the IT Department is unable to meet the needs of a department, they will communicate this with the Subject Coordinator and the **Examinations Officer** as soon as possible.

C. External Accreditation: Internal Verification Policy

Definition

An effective Internal Verification system ensures assessment practices and decisions are regularly reviewed and evaluated to ensure the validity of the award of credit

Role of Internal Verifier

There are three aspects of the Internal Verification role:

1. Verifying assessment

- *sampling assessments*
- *monitoring assessment practice*
- *standardising assessment judgements.*

2. Developing and supporting assessors

3. Managing the quality of unit delivery

1. Verifying Assessment

1a Sampling Assessments

Sampling assessments will include reviewing the quality of **Assessors'** judgements at the interim stage (during the delivery of the unit) and the summative stage (at the end of delivery of the unit).

The **Internal Verifier** must ensure that the process is **not** "end-loaded".

Interim Sampling:

The **Internal Verifier** will:

- review assignments to ensure that learners do have the opportunity to meet all the assessment criteria
- review the assessment schedule
- review some candidate work before decisions have been made on any unit
- review the feedback given to candidates by **Assessors**
- review the assessment of activities (which may not be repeated), such as a performance, a group discussion, a practical task, an exhibition, role play, question and answer
- review portfolios with one or two completed units
- review the effectiveness of assessment planning
- identify any training needs of **Assessors**
- identify good practice.

Summative Sampling:

Involves reviewing the quality of the assessment decision by evaluating **how** the **Assessor** has reached that decision.

The **Internal Verifier** must be able to follow an audit trail which clearly demonstrates that the **Assessor** has checked that the evidence presented meets the “rules of evidence”.

Evidence must have been confirmed by the **Assessor** as:

- valid – relevant to the standards for which competence is claimed
- authentic – produced by the candidate or witness
- reliable – accurately reflects the level of performance which has been consistently demonstrated by the candidate
- current – sufficiently recent to be confident the same level of skill / understanding / knowledge exists at the time of the claim
- sufficient – meets in full **all** the requirements of the standards.

Internal Verifiers must not make assumptions about any aspect of the “rules of evidence”. Recording of questioning of the candidate by the **Assessor** and checking the authenticity of witness testimonies by the **Assessor** should be expected.

Sampling Strategy:

The sample must include all **assessment sites / locations, all candidate cohorts, all units**.

The full range of **assessment methods** used for any one unit must be sampled. Assessment decisions of all **Assessors** must be sampled, with more decisions of inexperienced **Assessors** sampled for the first 12 months.

The **Internal Verifier** should also take into account the relative assessment workload of individual Assessors and sample proportionately.

- The sampling strategy must take into account the following:
 - The size of sample needed to ensure reliability
 - The various assessment methods used
 - The number, experience, workload and location of assessors
 - The range of assessment sites
 - The candidate cohorts (full-time, part-time, different start dates)
 - Unit levels and credit values
 - New or revised units
 - All units – and particularly any problematic units
 - Reasonable adjustments
 - Issues arising from previous verification.

The **sample size** should be sufficient to ensure that the issues in the list immediately above have been considered in producing a sampling strategy. The strategy should **not** be decided by a rule of thumb, such as 10% or square root.

Problem units, which include competences difficult to assess e.g. for confidentiality reasons, safety considerations, materials used, infrequent occurrence, should be sampled. Internal Verifiers must ensure that issues such as these are discussed fully with the assessment team and difficulties resolved at an early stage.

1b Monitoring Assessment

The **Internal Verifier** should aim to monitor all **Assessors** each academic or calendar year either by observation of assessment of candidate performance, by professional discussion or by review of the quality of assessment records.

1c Standardising Assessment Judgements

The Internal Verifier must conduct a standardisation review involving all Assessors in the team. Notes of standardisation meetings, documenting the methodology and outcomes of the process, must be placed in the course file.

2. Developing and Supporting Assessors

The **Internal Verifier** should ensure that all the **Assessors** have copies of recording documentation, are aware of the **Internal Verification** process and understand their role in it. The **Internal Verifier** will provide assistance and advice to assessors about candidates with special assessment needs.

It is the responsibility of the **Internal Verifier** to ensure that new **Assessors** receive an appropriate level of induction and to alert the appropriate line manager to the development needs, including professional and vocational updating, of the **Assessors**.

3. Managing the Quality of Delivery

The **Internal Verifier** provides a quality assurance role within Dawn House School by ensuring that assessment and internal verification documents are completed correctly, according to the procedures, and are filed in the course file. All candidate assessment records, records of internal verification activity (including records of meetings) and records of certificates claimed, must be retained for three years and made available to the regulatory authorities upon request.

Samples / copies of learners work must be retained for two years following accreditation.

This policy should be read in conjunction with Dawn House School's Examination Policy.

Reviewed: October 2015

