

	Name	Date
Written by	M.Hawe	9 th February 2020
Reviewed by	E.Shutt	9 th February 2020
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Intuition Assessment, Marking and Reporting Policy

This policy has regard for Part 1 paragraph 3g, Part 6 paragraph 32(1)f and 32(3)e 'The Education (Independent School Standards) Regulations 2014' in force January 2015.

This is a whole school policy

Statement

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their students' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:-

- to provide information for target setting for individuals, groups and cohorts
- to provide information to support progression in learning through planning
- to share learning goals with students
- to involve students with self-assessment
- to help students know and recognise the standards they are aiming for
- to raise standards of learning
- to identify students for intervention
- to inform parents and other interested parties of students' progress
- to complete a critical self-evaluation of the school

Initial Assessment

Initial Assessment is essential and will ensure that teaching and learning is pitched at the correct level for both English and Maths. A short but comprehensive Maths and English functional skills online assessment will be carried out by the student and this will result in a clear 'working at' level, followed subsequently by a diagnostic assessment in both subject areas. Targets and specific interventions will be aligned and delivered in accordance with the results in order to 'bridge' any identified gaps in knowledge. Progress assessments will take place termly and the correlation of value added will be tracked and analysed.

Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that students understand how well they are doing and their targets for improvement, which will be added to the individual PSSPs.

To achieve this at Intuition School {Intuition Holistic Education} we will:

- evaluate students learning during and after each lesson to identify those students with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons
- adjust plans to meet the needs of the students, differentiating objectives where appropriate
- ensure students are aware of learning objectives and encourage them to evaluate their progress against success criteria to identify the next steps they need to make
- regularly share targets on students' PSSPs with parents/carers to include them in supporting their child's learning
- Constructively mark work so that it is informative in accordance with the marking guidelines (see Appendix 1)
- complete formal assessments according to the school schedule (see Appendix 2)

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each child in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of students, that the school can make finely tuned adjustments to target setting for each cohort. The discipline of regularly analysing students' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this at Intuition School {Intuition Holistic Education} we will:-

- follow the assessment schedule (see Appendix 2) and update the data on a regular basis
- analyse the data and review targets for individuals and use the information to identify intervention groups, including those students who are gifted and able and those with special educational needs
- collect cohort data for Maths and English and share information with all teaching staff, Principal/SENCo.

- pass cohort data to the next teacher

The Principal/SENCo, in conjunction with the class teacher, will also highlight students who have made no progress or are working below expectations and discuss these students with other members of staff.

Reporting

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets.

Reports are written using the agreed school format and are very personal to each pupil. Reports are written towards the end of each school year. Reports will be written so that they have a positive effect on students' attitudes, motivation and self-esteem however honesty and integrity will also be maintained.

At Intuition School {Intuition Holistic Education} we will:-

- Provide a termly written report. followed by an opportunity for a parent target setting meeting.
- Discuss pupil progress at the request of parent by appointment.
- Provide on-going discussions with parents about their child's progress

Marking

Marking work is the responsibility of the class teacher however peer marking, self marking, group marking and support assistant marking can also be used. Whenever possible marking should take place with the pupil, however, if this is not appropriate, it should always take place as soon as possible and before the next lesson in that subject. Marking should be meaningful to the pupil and should focus on positives as well as development points.

At Intuition School {Intuition Holistic Education} we will:

- Mark regularly and carefully.
- Follow the school guidelines (see Appendix 1)
- Use marking as a tool in the assessment process and use in future planning/evaluations

APPENDIX 1

MARKING GUIDELINES

How do we mark?

The Learning Objective will be written on each piece of work.

Whilst every teacher needs autonomy to mark in their own way, certain guidelines will be followed to ensure consistency across school. Good words/answers/passages will be highlighted **in green**. Work which needs correcting or improving will be

highlighted in pink. Students are expected to respond in blue to any feedback, prompts and make corrections requested.

e.g.
spellings errors ringed by child when editing

errors underlined by teacher

errors marked 'Sp' in margin at the teacher's discretion, dictionary

omissions * in the margin shows where sentences should be added/moved

^ words left out

paragraphs // to show new paragraph

I Independent Work

WS {initialled by adult} Individual support given for task

VF Verbal feedback given

MT Marked together

- Every piece of written work will have some form of feedback written on it including marks, support, corrections and next steps will have a Feedback Slip completed {marked in detail highlighting what is successful about the work and also the next target for improvement. Student Feedback will be completed in blue.
- Marking should primarily be linked to the objective of the lesson however age appropriate 'basic skills' should also be corrected.

NB: The emphasis is on the quality, not the quantity of the work.

APPENDIX 2

SCHOOL SCHEDULE FOR ASSESSMENTS- 2020 - 21

Autumn Term

Initial and Diagnostic BKSB Assessments taken – Functional Maths and English

Reading Age assessment {Salford for under 11}

Targeted individual tests to monitor their learning and progress at teacher's discretion

EOTR

Spring Term

Continue Assessments on individual BKSB Learning Plans

Controlled end of term subject assessment

Targeted individual tests to monitor their learning and progress at teacher's discretion

Targeted individual tests to monitor their learning and progress at teacher's discretion

EOTR

Summer Term

Continue Assessments on individual BKSB Learning Plans

Controlled end of term subject assessment

Targeted individual tests to monitor their learning and progress at teacher's discretion

Portfolio submission

Year 10/11 to sit Maths and English Functional Skills Assessments

EOTR