Pupil Assessment Procedures

February 2023

Assessment and Reporting

Pupils are assessed for a variety of reasons including:

* ensuring that the school is providing targeted, individualised learning for each pupil;
* identification of special educational needs and children identified as ‘most able’;
* enabling nuanced conversations about pupils’ understanding of topics and areas of learning so that they can appreciate their own progress, their learning and how they learn;
* monitoring progress through the school as a whole, looking at specific subjects and year groups in order to improve our provision;
* reporting and informing pupils, parents, teachers and other interested parties of progress, strengths and areas for improvement;
* supporting transition between key stages and/or other schools and demonstrating the success of our approach.

The following are the main ways the work and progress of students are monitored and assessed:

1. Formative Assessment

Formative assessment, or assessment for learning (AfL) gives feedback to the class teacher to enable them to improve and tailor learning. It helps pupils identify their strengths, areas for improvement and encourages independent learning. Examples of approaches used at school are:

* ‘think, pair, share’
* Questioning strategies
* Plenaries where the children reflect on their learning
* Peer and self-assessment
* Observation of activity and work completed
* Explicit objectives for the learning session and knowing what being successful in

the session means

Formative assessment is about both the child and class teacher being aware of where they are in their learning, where they need to go and what they need to do to get there. As part of our overall ethos, our feedback to pupils directly celebrates learning rather than performance or ability and is designed to foster and encourage self-belief. It is therefore formative.

1. Summative assessment or assessment of learning

There are no summative assessments unless parents or teachers think it is necessary. An example of this may be helping a child to prepare for an entrance exam to another school.

Pupil progress is assessed at Hove Micro-school using these procedures:

**Homeroom (daily)**

When a child enters Hove Micro-School, the assessment process begins with the collection of observational notes, photographs, and videos. We store these in a secure on-line learning journal (Homeroom), which allows us to record, track and celebrate children’s progress, and share these experiences with parents/carers. The class teacher may record moments of individual success on the app, but specific areas of progress, gaps in knowledge and intervention information are shared privately to parents in half termly reports. Staff and parents are aware that all parents at the school can view the content they are posting on the app. *See our GDPR policy for more information on how Homeroom is used.*

**Learning records (weekly)**

Each class teacher and teaching assistant fills out a weekly observation form for each child. Their observations inform their planning of lessons and interventions. These learning records are stored on the teachers’ clipboards.

**Written reports (every half-term)**

The teachers and teaching assistants’ weekly learning records are compiled into a half-termly written report which is sent out via email to parents at the end of each month. This report lays out areas of progress the child has made as well as their learning goals (‘next steps’). Advice to parents on how to help their child at home may also be suggested in the report. Reports are edited and sent out via email by the Head of School.

**IEP (every term)**

An Individual Education Plan (IEP) is drawn up for each child. The child fills out a section of the form to encourage ownership of their learning and progress. A SEND IEP with SMART goals may also be written with the child’s parents if the class teacher decides it is necessary. *Examples of both IEPs are attached at the end of this document.*

**Assessment sheets (every term)**

An assessment sheet is highlighted termly for each child to assess their progress in English and Maths (and phonics for KS1) so that parents and teachers know whether the child is meeting the expected levels of progress in relation to the national curriculum standards. We use a colour coded system to show progress across the year: Yellow for term 1, Pink for term 2 and Green for term 3. If a goal was achieved the previous academic year, it is highlighted in orange and then the yellow, pink, green system is used for the current academic year.

Parents are free to view these assessment sheets at any time throughout the school year.

The assessment sheets are useful to inform parents who wish for their child to eventually attend mainstream school about whether they fall below, meet or exceed expectations for their year group.

Achievements are highlighted only if the child is capable of achieving them independently without peer or adult support.

**Feedback and marking policy**

Our teachers are not expected to mark children’s books - we believe direct, verbal commentary is a far more meaningful and effective method for providing feedback to children. However, the class teacher may correct or signpost where corrections need to be made. There is no formal policy regarding how this marking is carried out and it is at the discretion of the class teacher.

**Monitoring**

Pupil progress is monitored by the class teacher and teaching assistant consistently and staff have the opportunity to voice concerns weekly at the confidential school staff meeting, during which all staff can collaborate and share ideas on best practice.

Pupil progress meetings are held each term with the class teacher and head of school to monitor the assessment progress and ensure all forms of assessment and medium to long term planning are up to date and accurate. Pupil books may be also examined during this meeting.

Teachers are formally observed at least once every term by either the head of school or another qualified teacher. Constructive feedback is then given to improve and develop teaching and the way in which feedback is given to children. Assessment records may also be checked and monitored during these observations. Formal, written feedback is given to each teacher and teaching assistant and stored on the Head of School’s drive.

**Keeping parents informed**

The school places emphasis on teachers being accessible to parents to discuss their child’s work, progress, and any concerns they may have. Individual meetings between parents and class teachers are held regularly to report on and discuss their child’s work and progress.

Parents receive half-termly written reports which provide a thorough assessment of their child’s progress throughout the year and details their achievements, strengths, and areas for development.

Whole school meetings are held termly during which parents can input their ideas into the school curriculum and parents who are unable to attend receive minutes.

Feedback from parents/carers about the school and their child’s experience is invited regularly through emails, informal chats and during formal meetings.

*A copy of our complaints procedure, as well as all of the school’s policies, is available on the school website.*

IEP example for KS1

**Individual Education Plan**

Overview

| Likes | Dislikes |
| --- | --- |
|      |   |
| Strengths | Areas for Improvement |
|      |   |

Learning goals

| Timeline | Maths | Reading | Writing | Phonics | Assessment of goals |
| --- | --- | --- | --- | --- | --- |
| End of term goals |   |     |   |   |   |
| End of year goals |   |   |   |   |   |
| Personal goals  |   |   |   |   |   |
| Parent goals   |   |   |   |   |   |

IEP meeting

| Student name |   | Date of meeting |   |
| --- | --- | --- | --- |
| Teacher name |   | Teacher signature |   |
| Parent/carer name |   | Parent/carer signature |   |

IEP example for KS2

**Individual Education Plan**

Overview

| Likes | Dislikes |
| --- | --- |
|      |   |
| Strengths | Areas for Improvement |
|      |   |

Learning goals

| Timeline | Maths | Writing | Reading | Assessment of goals |
| --- | --- | --- | --- | --- |
| End of term goals |   |     |   |   |
| End of year goals |   |   |   |   |
| Personal goals  |   |   |   |   |
| Parent goals/home learning goals   |   |   |   |   |

IEP meeting

| Student name |   | Date of meeting |   |
| --- | --- | --- | --- |
| Teacher name |   | Teacher signature |   |
| Parent/carer name |   | Parent/carer signature |   |

SEND/Specific goal IEP example

**Individual Education Plan**

Overview

| Likes | Dislikes |
| --- | --- |
|      |   |
| Strengths | Areas for Improvement |
|      |   |

Conditions (verified/unverified)

| Diagnosis | Strategies | Review date and notes |
| --- | --- | --- |
|   |   |        |

Goal setting

| SMART goalSpecific, Measurable, Achievable, Realistic, Timely | StrategiesWhat does the student need to achieve the goal? | ResourcesWhat do we need to implement the strategies? | What went well? | What could be done better? |
| --- | --- | --- | --- | --- |
|   |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |

IEP meeting

| Student name |   | Date of meeting |   |
| --- | --- | --- | --- |
| Teacher name |   | Teacher signature |   |
| Parent/carer name |   | Parent/carer signature |   |