



Jockey Club Sarah Roe School
賽馬會善樂學校

Assessment Policy

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Assessment Policy Reviewed May 2010

The Assessment Policy is to ensure continuity of practice in the field of assessment throughout JCSRS at all stages.

Rationale

Assessment, recording and reporting are closely linked. This policy explains why and how we assess the pupils at Jockey Club Sarah Roe School, how we record this information and how we report this knowledge to students, parents, other staff and professionals.

The term assessment refers to a spectrum of activities carried out to define a child's achievements, understanding or progress. We are now required to demonstrate the **VALUE ADDED** for each child; this refers to the child's current attainment against previous attainment. This in turn is used as evidence to demonstrate the impact that our school is having on each pupils learning.

Some of our children will not make significant progress throughout their time with us. Some children will physically deteriorate as a result of their medical condition, losing skills and knowledge as part of this deterioration. Just as these children are entitled to quality teaching, assessment is equally vital. However, the results must be handled even more sensitively.

We ensure that assessment is fully inclusive and allows equal access and opportunity by all pupils irrespective of race, gender, colour, creed or special need.

Aims

- To increase the use and consistency of assessments within the school and to use the information to inform teaching and planning, thus raising standards of achievement for each pupil.
- To formalise our assessment systems.
- To ensure assessment methods suitable to our pupils are implemented.
- To focus on learning outcomes.
- To ensure the pupil's achievements are recognised, shared and celebrated and in turn that the school effectiveness is demonstrated and recognised.

The assessment process will enable staff to:

- Obtain feedback so that future activities can be properly matched to individual children's needs
- Monitor and evaluate the learning programmes provided
- Confirm general impressions of pupil performances
- Diagnose particular difficulties that children are encountering
- Select children for working groups within the class

- Motivate pupils
- Report progress and achievements to pupils, parents and colleagues
- Appraise our teaching performance
- Comply with official regulations and legal requirements

Key Purposes of Assessment

Information derived from assessments should be capable of serving several general purposes:

- **Formative**, so that the positive achievements of our pupils may be recognised and discussed and the appropriate next steps planned
- **Diagnostic**, so that the strengths and weaknesses of our pupils may be identified and scrutinised and the appropriate next steps planned
- **Summative**, so that the overall achievements of our pupils may be recorded in a systematic way and at a particular time, e.g. reporting to parents at the end of each key stage
- **Evaluative**, so that the information gained about pupils achievements may be used to make curriculum planning and resource decisions.
- **Norm referencing**, so that the performance of one child can be compared to that of other children. Standardised tests are based on a norm-referenced approach. We have to be careful with these because they are measuring performance against those of children without learning difficulties.
- **Criterion referencing**, so that the teachers can assess pupils against a predetermined objective in one specific activity e.g. a spelling test. This is about the quality of each pupil's achievement irrespective of other children.
- **Self-referencing**, so that children are involved in comparing what they are achieving at present with what they have achieved previously.

Key Principals in Assessment

The process of assessment is supported by a number of key principles. To provide effective support in the classroom, assessment should:

- Be integral to the processes of curriculum planning, teaching and learning
- Take account of previous levels of pupil performance and be capable of detecting any significant changes
- Indicate learning success and identify weaknesses
- Focus upon learning processes as well as learning outcomes
- Be based upon criteria which are clear and precise
- Be objective and consistent
- Actively involve pupils in the process of self-assessment, encouraging them to review, reflect, record and evaluate their performances.

Furthermore, good practice in assessment should:

- Support and reinforce the implementation of the programme of study for subjects within each of the areas of study.
- Be an important professional responsibility of each teacher

- Ensure that the demands on staff are kept to a minimum compatible with the effective monitoring of pupils' progress.

Annual Reviews. In line with the (UK) Education (SEN) Regulations 1994 (SI 1994/1047), and in accordance with the guidance offered in the New Code of Practice (UK, January 2002) on the identification and Assessment of Special Educational Needs, class teachers, therapists, nurses and the Head Teacher will write a detailed report and convene a meeting with parents, in the summer term each year. This meeting will be used to discuss progress; achievements and any difficulties experienced over the previous year and formally review the pupil's long term IPP targets.

These reports will be translated into languages other than English or Chinese, where it appears appropriate to do so. If necessary an interpreter would also be present during the annual review.

Individual Educational Programmes (IEP's).

All children with special educational needs must have an individual educational programme, which outlines the key targets for learning. In discussion with staff and parents we use an agreed format (appendix 1). A yearly overview is produced, setting broad targets and from these, 'SMART' termly targets are set. Class teachers at the end of every term review the past term's targets and set new short term targets for the coming term. They are then given to the SMT for monitoring before being issued to the parents. A parents evening is also planned each term to discuss the IEP termly targets in more detail. These termly IEPs include activities for parents to support the achievement of targets at home. Achievements at these specific objectives are documented on the sheets and then they are sent home to parents. Additionally these IEPs will include termly therapy and behaviour plans where appropriate.

The staff writes termly newsletters to parents and council members informing them of events in the school and particular pupil achievement.

Specific termly assessments - B Squared and P – Levels

Teachers use the B Squared programme to record pupil's Performance Level (P-level) and / or National Curriculum Level based on the achieved targets in Literacy and Numeracy. The results are written in pupil's IEP to be shared with parents. This also helps to inform teachers the targets for next stage.

Criteria for evaluating the success of the policy

This policy will be amended and agreed by all teachers and members of the School Board after discussion. It will then be reviewed annually by the co-ordinator after discussion with the teachers. When reviewing the policy the following questions will be asked:

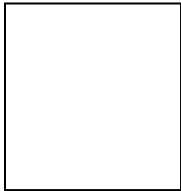
- Does the rationale reflect current practice in the school?
- Is the school successful in meeting the aims in this document?
- Is there documented evidence to show pupils are experiencing breadth and balance across the whole curriculum?
- Can the co-ordinator demonstrate that the policy framework has been understood, implemented and effective?
- Are parents and Board members happy with the documentation?
- Is there evidence that the students (particularly secondary) are aware of their targets for learning?
- Is there evidence that the strategies used are effective?
- Does the allocation of resources allow for effective implementation of the policy?
- Has the school clearly identified pupil achievement and fulfilled its legal requirements in this area?
- Is there evidence around the school that demonstrates pupil achievement?



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Individual Pupil Programme

Name: _____ D.O.B.: _____ Class: _____ Teacher: _____
Year: _____



Pen Portrait	Condition

Long term targets	Assessment Levels (B2)			
	date			
Communication & Literacy	Speaking & Listening Reading Writing			
Numeracy	Using & Applying Number & Algebra Data handling Shapes, Space & Measurement			
Personal Social Education / Motor/ Behaviour	PSE			

Individual Education Autumn Term

Review date: _____

Key skill	target	strategy	resources	evaluation
communication				
numeracy				
PSE/Motor/ beh				

Individual Education SpringTerm

Review date: _____

Key skill	target	strategy	resources	evaluation
communication				
numeracy				
PSE/Motor/beh				

Individual Education Summer Term

Review date: _____

Key skill	target	strategy	resources	evaluation
communication				
numeracy				
PSE/Motor/beh				

Individual Behavioral Plan **Date issued:** _____

Review date: _____

Positive behavior to develop	strategy	evaluation

Signed:

Parent / Guardian

Pupil

Teacher