



WESTWARD HOUSE SCHOOL

Assessment Policy

Ratification

Role	Name	Date
Proprietor	Harriet Harrison	18 th September 2023
Lead Teacher	Michelle Dunne	18 th September 2023
Review Date:		September 2024

Assessment Policy

We use a multitude of methods to gain an understanding of the student's development. Assessment at Westward House is both formative and summative.

Our aim is for a strengths-based approach to assessment, from merely providing information **to** the “assessor” to sharing positive information **with** the “assessed”. A strengths-based approach is a person-centred approach and an approach that identifies capacities rather than deficits.

There should always be a clear purpose and function for assessment that ultimately has a positive impact on the learner.

Formative assessment

Formative assessment evaluates children's knowledge, skills and understanding on a regular basis, day-to-day and lesson by lesson. It aims:

- to provide feedback for teachers to modify subsequent learning activities and experiences;
- to identify and remediate group or individual deficiencies;
- to move focus away from achieving grades and onto learning processes, in order to increase self-efficacy and reduce the negative impact of extrinsic motivation;
- to improve children's metacognitive awareness of how they learn;
- to both fine-tune instruction and children's own focus on progress.
- Possible strategies include: quick recap questions, scrutiny of children's work, providing verbal feedback, observing children, classroom quizzes.

Summative assessment

This is the more traditionally understood form of assessment, involving an end-of-learning activity to summarise overall learning at the completion of a course or unit. Summative assessment helps form a judgement of progress.

Summative assessment at Westward House should be:

- Appropriate
- Standardised in test and procedures
- Confidential, but accessible to all those concerned
- Used effectively - to prepare planning, for teaching and future progress development

Methods of summative assessment include:

- End of unit assessments
- Standardised tests
- Questionnaires
- Surveys
- Interviews
- Observations
- Projects

Externally standardised summative assessment

This is externally set, marked and standardised, as well as being validated by an external body, usually an examination board.

Peer Assessment

Children play an active role in this process to help them become self-aware and self-critical learners.

Before a child joins Westward House and when they first join:

Initial assessments which include:
(2 day assessment)

- teacher observation
- standardised testing when appropriate
- diagnostic testing when appropriate
- social and emotional aspects

Pupils will be assessed when they join the school using these standardised assessments:

- i) Dynamo Maths assessment
- ii) CAT4
- iii) NGRT
- iv) NGST
- v) Free writing exercise in timed conditions
- Spag.com and Maths.co.uk

These tests are repeated 12 weekly or termly, apart from the CAT4. .

In addition, where necessary other assessments will be administered as appropriate such as for insights into phonemic proficiency, orthographic fluency etc. WIAT 4 is the test battery used in these situations, but others may be used as appropriate.

In Maths assessments are administered at the end of each unit of study; these are either using Conquer Maths or Dr Frost or for GCSE students via the online platform. Bi- annual assessments are conducted using National Numeracy Tests.

General Marking and Feedback

As well as summative assessment, the role of feedback is highly important in helping children to progress.

Informal feedback

Teachers will be expected to offer positive and specific feedback to children, which could be subject-specific or about behaviour and / or attitude.

Teachers are not expected to mark every piece of work or in the same way. Specific and focused marking draws children's attention to the most important and significant advice and guidance.

At Westward House most feedback is given verbally due to the ratio of teachers to children. Children at Westward House respond better when receiving *immediate, verbal* feedback.

Marking format

- Mark in green pen

Children on a GCSE pathway will be assessed online via CloudPort.

Reporting

Written reports

Parents receive written reports at the end of summer term. Teacher comments should be positive and developmental. Parents are given the opportunity to comment on the reports and are invited to discuss the report with the lead teacher.

Parents' Evenings are held each year in the Autumn Term and Spring term. Parents may arrange to discuss their child's progress at any time during the year and in practice discussions between parents and the lead teacher often happen on a daily or weekly basis at pick up.

Reviewing the Policy

This policy will be discussed, reviewed and revised annually, in consultation with children, parents, staff and members of the school community.