



**Five
Rivers®**

**FIVE RIVERS
CHILD CARE LTD**

Assessment,
Policy &
Procedure –
Fountain
House

'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Policy Owner	Headteacher
Authoriser	Head of Education
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1. Fountain House Assessment Policy

1.1 Policy Statement

1.1.1 The assessment of student progress is an important part of the learning process and should lie at the heart of curriculum planning, teaching and programme evaluation. Effective assessment will give feedback about student needs and student progress. It will provide information and evidence of attainment for recording purposes and for reporting to students, parents and others. The student is central to the process of assessment and individual involvement in this process is to be encouraged, developed and valued. Assessment practice should have a positive impact on students' attitudes, motivation, achievement and self-esteem.

1.2 Terms and Definitions

1.2.1 The below table sets out a number of terms and definitions used within this document:

Term	Definition

1.3 Data Protection

1.3.1 Five Rivers Child Care supports the objectives of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000 and the Freedom of Information Act 2000. Five Rivers Child Care has a statutory obligation to process personal data in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018

1.3.2 Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

Disclosure of Information

1.4.1 Any use or disclosure of information held within Five Rivers Child Care, without there being a legitimate purpose or legal basis, will be classed as unauthorised and is a criminal offence under Section 55 of the Act Right of Access (Subject Access Requests).

2. Fountain House Assessment Procedure

The Head Teacher and Registered Manager have a responsibility to ensure that the school meets the statutory requirements in relation to assessment and the setting of targets.

The Headteacher should;

- Implement assessment for learning principles within the classroom
- Enable students to develop the skills of self-assessment and peer assessment
- Identify students in need of support and liaise with school senior leadership team
- Use agreed range of assessment methods and techniques to gather information in line with policy

Current assessment tool is **Classroom Monitor**

- Record significant progress
- Review evidence and finalise TA
- Implement internal and external tests
- Contribute to discussion on performance data
- Report to parents/carers concerning student progress, attainment and next steps
- Ensure information is available for next teacher or next steps destination

2.1 The Benefits to Assessment

- 2.1.1 Improved focus on the quality of teaching and learning
- 2.1.2 Greater clarity of objectives and expectations in the classroom
- 2.1.3 Clearer understanding of national standards
- 2.1.4 Greater consistency and rigour in the assessment process
- 2.1.5 Improved understanding among students of how they can learn most effectively
- 2.1.6 Better appreciation among parents/carers of how they may support their children's learning

2.2 The Aims of Assessment

Assessment has a number of distinct purposes:

Formative	this is the on-going process in which students' positive achievements can be recognised, discussed and recorded.
Diagnostic	this form of assessment identifies learning difficulties which may be scrutinised and classified so that help and guidance can be provided
Summative	provides a 'picture' of the overall achievement of a student at the end of a particular stage, phase or year.
Evaluation	is a means by which some aspects of the curricular provisions of the school may be assessed. This process may result in the identification of any whole school needs whereby future targets can be set and built into the school's improvement plan
Ipsative	this is the attempt to improve on a previous personal best and has no external reference points.

Assessment is a continuous process at this school, and we assess for different reasons:

- To identify specific learning strengths and weaknesses
- To indicate the next step in the learning process
- To provide a vehicle for feedback, diagnosis and action
- To measure students' attainment against National Curriculum attainment targets
- To measure attainment within a year group and/or against established criteria
- To highlight and record positive achievement
- To encourage students to take ownership of their own learning and personal development through target setting and self-assessment
- To help the teacher to evaluate the teaching programme
- To assist in the evaluation of the school curriculum
- To inform parents/carers of their child's progress, attainment and achievement
- To provide employers, Further Education institutions and other outside agencies with a full picture of students' attainment, skills, attributes and achievements

2.3 Assessment of Learning

Assessment of students' progress in a subject is fundamental to effective teaching. Assessment of learning tends to be summative and is carried out periodically. The results of these assessments are reported in NC levels and converted to average point scores to enable evidence of small amounts of progress.

Assessment and progress may be set alongside national standards so that a student, parent, teacher or school can evaluate their performance against that of others.

The following table summarises the summative and formative practices, which take place in this school.

Summative Assessment (Measuring Attainment)	Formative Assessment (Enabling Achievement)
Statutory tests	Clarifying learning objectives and success criteria at the planning stage
Non-statutory 'optional' tests	Sharing learning objectives and success criteria with students
External examinations	Appropriate and effective questioning
Deciding Teacher Assessment levels	Focusing oral and written feedback around the learning objective
Recall questions which establish current knowledge	Raising student efficacy
Any data about student performance	
Preferred Learning Styles of all Key Stage 3 students – VAK questionnaires	http://teachertools.londongt.org/index.php?page=VAK

2.4 Learning Objectives

Learning objectives are usually seen in terms of skills, concepts and knowledge. These are the learning objectives students need to learn for that lesson. The learning objective for that lesson must be appropriate and clear in order to enable the student to carry out the required learning effectively. Sharing learning objectives with the students in a way they can understand should now be common practice.

2.5 Success Criteria

It is important to help students to know and recognise the standards they are aiming for in set tasks.

2.6 Questioning

Thoughtful questioning promotes the active involvement of students in their own learning. Skilful questioning by teachers is key to enabling students to think further and independently.

2.7 Peer and Self-Assessment

Where student involvement is high there is maximum opportunity for learning to take place. When students are involved in the analysis and constructive criticism of their own work - reflection, pride, modification and improvement become a natural part of the learning process.

Self-assessment is very powerful but to be really successful, students need to be fully supported to make constructive comments against criteria.

Staff will meet at regular intervals to evaluate, monitor and plan for individual pupils.

2.8 Providing Quality Feedback

There are three generally accepted ways of giving written feedback to students in schools:

- 2.8.1 Marks/grades/points
- 2.8.2 Comments
- 2.8.3 Marks/grades/points and comments

Just giving marks/grades or points for every piece of work can lead to complacency or demoralisation on the part of the student. This is mainly because a mark/grade focuses on the level of their ability compared to their peers. It compares a student with the norm or average for all students.

There is a place for this form of feedback, and it is generally carried out at the end of a unit, year or phase of education although even when work is given a mark/grade and comment, research suggests that students see only the former and not the latter. Work marked with only comments can increase the motivation and achievement of students.

It is therefore good practice to use marks, numbers and grades where appropriate, but staff are also encouraged to use comment-only feedback as well. These should relate to attainment and effort, including how they can improve. Although this does not have to be done for every set piece of work, there must be evidence of diagnostic grading for each student.

It is more helpful for staff to;

- use comments that are constructive and
- include targets for improvement
- comment on attainment and effort
- promote a dialogue between adults and students

However, in formal assessment when there is a mark scheme marks/grade should be given to enable students to understand the criteria behind their award.

2.9 Marking codes



Marking Codes

Whole School

-  Independently Successful
-  Successful with Support
-  Considerable Support Required

Literacy

- SP** Spelling Mistake
-  Doesn't Make Sense
-  Capital Letter Missing

Subject





2 stars and a Wish

or

www: What Went Well
EBI: Even Better If



2.10 Starting Points

Effective feedback focuses on the lesson objectives. While presentation, quantity, grammar/spelling and effort are all important, if references are made to these aspects only, the main focus of the lesson has been marginalised.

Suggestions for improvement must focus on how best to close the gap between current and desired performance.

Give guidance about how to improve with specific strategies to apply that will move students on. Students must be given the opportunity for improvement to become embedded and applied in a different context.

Aim to respond to written work within two weeks.

2.11 Oral Feedback

This is perhaps the most frequently used and interactive form of feedback in our school. It is used more readily in practical subjects and has a range of purposes, which include, appraising, seeking clarification, redirecting learning and encouraging reflection.

2.12 Marking Techniques

There are a number of techniques, which could be employed over a short period of time:

Acknowledgement Marking - Often only a tick/initial is appropriate to record achievement and it suggests that the main objective of the lesson was met.

Sampling - Over a period of time, say half a term, choose specific pieces of work for in-depth marking, self or peer assessment and random sampling.

Comment Only Feedback – Provide time for students to make improvements on their actual work after comment only feedback is given.

2.13 Review

This involves both the teacher and the student in reviewing and reflecting on assessment information.

The Head of Education is required to ensure that their staff are keeping a clear record of attainment awarded to students.

3. Baseline and Target Setting

All of our students will be assessed a baseline assessment in English, Maths and Science. This will give an accurate assessment points/level to inform teacher's planning to ensure students are learning at the level in which they are capable.

Each term, teachers will provide targets for all students. Targets should be both realistic and aspirational. Progress towards these targets will be monitored by the Headteacher and the Head of Education and reported to parents or social workers each term.

3.1 Formal Assessment – Examinations

Where appropriate, pupils at KS2 will sit their formal examination period in line with the local authority either in house or as an external candidate depending on needs.

3.2 Formal Assessment – Class work

Formal assessment of students' class work will be based on the descriptors with the assessment tool and linked to the new National Curriculum. At an interval of at least once every term, all subjects should formally assess students to determine the progress made towards their accreditation. National minimum expectations suggest that all students should move 3 points of progress per academic year. At Fountain House School (FHS), we aim to achieve more through the level of work conducted on a weekly basis and the amount of transitional work conducted. However, this will be dependent on the needs and abilities of our students, but we always aim high.

4. Tracking progress

4.1 Example of 3 levels of progress:

2 Beg \longrightarrow 3 Beg = 3 points of progress. Each point (shown in the table below) equals a half a point. This is further elaborated on within the 'The Scale' section below.

For reporting purposes, each student will be assessed on a daily basis, according to what they achieve within the lesson objectives set across the FHS curriculum. From each lesson objective set, the overall effort made will then be recorded in conjunction with the 'Assessment Descriptions' (see weighting table below), and this is then weighted towards their overall points of progression

Weighting table for each lesson objective set:

Letter on hexagon	Assessment Description	Weight	School-defined usage
R	Refused	0	<i>The default for objectives which have not been assessed.</i>
T	Target	0	<i>Pupil has been assessed against objective but shows no progress towards meeting it</i>
A	Almost	0.5	<i>Pupil shows some progress towards meeting the objective</i>
M	Met	0.9	<i>Pupil is secure in this objective</i>
E	Exceeding	1	<i>Pupil demonstrates understanding/skill beyond what is expected at this ability level</i>

The Scale

	Percentage trigger
Beginning	10%
Beginning+	27.5%
Developing	45%
Developing+	65%
Secure	85%
Exceeding	92.5%

The scale above represents the percent of how much is covered within that stage etc. If a student starts his maths as a 'stage 2 beginner' and manages to successfully covers 28% of the stage 2 curriculum in maths, then they will be classed as '2 beginning +' for maths and will have moved up 0.5 of a point (as each stage is worth 0.5 of a point).

The setting of targets alone does not raise standards. Teachers working with individual students raise standards. However, students need ownership of their targets and need to know that support is available to help them achieve them.

Targets are important for a number of reasons:

- a way of raising achievement levels for each individual
- a way of monitoring progress, assessing and recording achievement
- a means of giving status to individual achievements and tasks
- a way of recognising and enhancing learning preferences
- a way of making learning student-centred
- a way of allowing students to take responsibility for their learning
- maintains a constant discussion about strengths and weakness
- it can address aspects of motivation at a personal level

5. Recording and Reporting – Annual Reports to Parents/Carers/Carers Authorities

School reports are completed and distributed to students, families and social workers each term.

Reporting must be accurate and realistic. It must always accentuate the positive, and progress made, whilst acknowledging that there may be areas for development.

5.1 Recording

We record progress through:

- Daily lesson plans.
- Any evaluation that a teacher undertakes should be used to record unusual, exceptional, or surprising comments or actions made by the young person.
- Annotation of work
- Short-term objectives.
- Individual Education Plans.
- End of placement reports.
- Reviews and reports of progress (Placement reviews, Interim reviews, Annual reviews and general reports)
- Any educational assessments undertaken by the teacher.
- Any in-house certificates awarded.
- AQA unit awards

6. KS3 reviewed to close gaps and assess next steps

When our students at Fountain House School reach the end of their educational journey, then it's imperative that their next school receives the most up to date academic information, according to where they've finished and how that relates to their age-related expectation.

Students predominantly leave Fountain House School chronologically aged at KS3 and its key that their next placement is able to identify what their current academic level is? How this relates and where are they, with regards to the current national curriculum? And what our students may have encountered at KS3.

Fountain House School is statemented to teach KS1 and KS2, yet our assessment tool may differ from our students next placements therefore, we feel it's key that all subject teachers know their national curriculum and what content maybe covered at KS3, in a similar setting, which will allow the school to assess next steps, set future recommendations and provide them with an insight to were that specific student may be imbedded at baseline.