



# Sanderson High School Assessment Policy 2015/2016

---

## Rationale for Assessment in Sanderson High School

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their full potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

Assessment should be incorporated systematically into teaching strategies in order to assess progress diagnose any needed developments whether on an individual, group, class or whole school basis. Assessment is only effective if there is a regular review, communicated and acted upon at all levels.



## Principles of Assessment in Sanderson High School

### *All assessment in Sanderson should:*

- Reflect the values of Curriculum for Excellence in an inclusive way.
- Ensure a coherent link between Planning- Learning and Teaching- Assessment through a range of flexible approaches reflecting breadth and depth of achievement- Good Quality Assessment Evidence- Tracking and Monitoring.
- Support Learning- share learning intentions and success criteria and promote high quality interactions and feedback.
- Promote Learner Engagement- involve learner in reflection, setting learning goals and planned personalised next steps, self and peer assessment, enable all learners to meet personal potential.
- Ensure appropriate support- fair, personalised and inclusive planning, assessing, tracking and monitoring to enable success, despite any barriers to learning.
- Be the result of a variety of approaches and range of evidence to fit the kind of learning; by appropriately valid assessment that is reliable and proportionate and collegiate.
- Developed from sound judgement through sharing standards and moderation in-house and in other schools/settings and teacher CPD, data collection and analysis and reliable evidence.
- Inform self-evaluation for improvement enabling the monitoring of standards over time.
- Happen as part of ongoing learning and teaching, periodically and at transitions.
- Apply national standards and expectations of each learner's progress and achievements in developing knowledge and understanding, skills, attributes and capabilities through Experiences and Outcomes within the curriculum areas and subjects and awards in the Senior Phase. Assessment should document progress in learner skills for learning, life and work which contribute to developing the young workforce to ensure a positive post-school destination.
- Be underpinned by confidence that every child can improve.
- Help all pupils to demonstrate what they know, understand and are able to do.
- Enable teachers to plan effectively.
- Provide us with information to evaluate our work and set appropriate targets for whole-school, class and individual pupils.
- Enable parents and partners to be involved in their child's progress.
- Recognise learners' achievements through celebrating success, profiling achievements, certification and accreditation. Promote and assess HWB.



## Effective use of Assessment in Sanderson High School

*At Sanderson High School, we make effective use of assessment in that:*

- We use a variety of assessment approaches to allow learners to demonstrate arrange of understanding, skills, abilities and capabilities across different contexts across the curriculum.
- Progress is evaluated at an individual level, through personalised planning.
- Our assessment, target setting, tracking and monitoring approaches are collegiate and are integral to our planning, learning and teaching- teachers, outside agencies ( OT, Physiotherapy, SALT, Nurse, college, work experience), Support Assistants, pupils, parents.
- We gather reliable and valid evidence to support all assessment, resulting in reliable data for future planning and improvement.
- We have opportunities for moderation across curricular areas and across settings within the local Learning Community.
- At key milestones and points of transition, our assessments provide evidence to support reporting to parents/carers on progress. Reporting on progress and achievement involves learners, parents and partners. Our assessment approaches describe progress and achievement against national standards and expectations.
- Health and well being are assessed through curricular assessment but also in collegiate Additional Support Plans, robust collegiate target setting and monitoring and through our Behaviour Support System.
- All have awareness of Closing the Gap- identifying the 'gap' in our setting.
- Our assessment principles and approaches are based on National guidance from:  
Education Scotland -Framework for Assessment  
<http://www.educationscotland.gov.uk/learningandteaching/assessment/>  
South Lanarkshire Framework for Supporting Pupils with Severe and Profound Learning Needs  
HGIOS 4- QI 2.3  
National Improvement Framework For Scottish Education



## Assessment approaches in Sanderson High School

### *Prior to assessment of progress:*

- Teachers plan for every child in a differentiated way. Plans are uniform and match what we intend to assess, track and monitor- Prior knowledge, Ongoing understanding, pupil ASP Targets, Es and Os, SQA unit outcomes, skills and significant aspects of learning.
- Assessment and advice from outside agencies- SALT, OT, Physiotherapy, Nurse- also inform personalised planning.

### *In class approaches to assessment of progress:*

Assessment is for Learning Strategies- culture of assessment.

- Share the learning outcomes and the success criteria- in every class.
- Praise to assess understanding as lesson happens.
- Formal tests assessing learning as appropriate.
- Good questioning to assess understanding as lesson happens.
- Differentiated teaching strategies to meet needs in class to meet personalised potential.
- Turn lesson and adjust if supports learning.
- Peer assessment opportunities, self assessment opportunities.
- Homework to link learning to home and consolidate learning.
- Formative and summative assessment as appropriate to specific learners.



### *Whole school approaches to assessment, tracking and monitoring of progress:*

- ASP Targets- long-term, set by all staff, assessed, monitored by teachers (at key points in year) and pupils (in PSE Class) and sent out to parents and partners at key points to inform progress. Parents can set an ASP target for school to work on and assess. Targets are carried from class to class to ensure awareness, hard copies in Staff Room. Short-term steps to achieve long-term targets are implicit in teacher personalised, termly planning, tracking and monitoring. Sanderson CLD Department ASP long-term and short-term pupil targets are set by base class teacher and are monitored by all teachers, through whole school curricular tracking system, which has been modified to allow this. CLD pupil targets are based on the guidance given by South Lanarkshire Framework for Supporting Pupils.
- Baseline Assessment- Single Word Spelling, Single Word Spelling, British Picture Vocabulary Scale, TJ Mathematics of all S1 and S3 to assess progress and inform whole school and teacher planning and improvement. Key transition times allow informed planning.
- Gathering of CfE data- levels for all S1-S3- inform improvement and self evaluation at key milestones.
- Gathering of SQA data- inform improvement and self evaluation.
- Assessment, monitoring and tracking of Es and Os with robust evidence on whole school server-informs progress. All teachers contribute to this assessment across the curriculum with responsibility for Literacy, Numeracy and Health and Wellbeing.
- Assessment, monitoring and tracking of SQA unit outcomes with robust evidence on whole school server-informs progress.
- Support and Challenge Visits by HT and DHT to assess Teaching and Learning- focused on AiFL in 2015/16- inform improvement and self evaluation.
- Shared Learning opportunities between staff to assess learning and inform improvement and self evaluation.
- Learning Conversations with pupils to assess learning and inform improvement and self evaluation.
- Behaviour Support System monitored monthly and awards given, parents informed. Individualised Interventions- monitored behaviour reward cards, anger management group. Celebrated at Achievement Assemblies and documented in Learner Profiles.
- 
-



*Whole school approaches to assessment, tracking and monitoring of progress (continued):*

- Boxall Profiles assess developmental needs from a HWB viewpoint and pupils who need nurture will be part of the nurture group. Pupils are assessed after the nurture group has taken place to measure improvements.
- S3 and Leaver's Profiles assess learner at transition point from BGE to SP and on leaving for a post-school destination.

*Local and national approaches to assessment of progress:*

- Moderation opportunities with local schools- Learning Community School Rutherglen HS, Murray PS, Calderglen HS
- Verification visits by SQA
- Reporting to Parents at Parent's Evenings, Reports and through target setting.
- Achievement celebration at annual Prizegiving and monthly assembly and at a local and national level- Eco Schools Recognition, Scottish School of Co-operation etc.
- CPD opportunities for staff to look at exemplification.
- Whole School contribution to the Annual Sanderson High School Quality and Standards Report and School Improvement Plan- assessing what went well and next steps for whole school annually.