Hidelow Grange School

Pupil Assessment Policy

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Role: Head of Education	
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CareTech's children's education services provide a safe and stimulating learning environment in which young people are always offered a fresh start, and empowered to achieve and fulfil their unique potential

Description and Ethos of Hidelow Grange School

Hidelow Grange is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

Hidelow Grange is an independent school providing specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked After Children. The school specifically caters for boys who present with a range of complex interpersonal, emotional and behavioural issues.

> **For a more detailed description of what the school offers see "Statement of Independence" and School Prospectus.**

OUR PUPILS

All young people at Hidelow Grange School have a history of harmful behaviours, including harmful sexualised behaviours and social, emotional and mental health needs often accompanied by a range of additional learning needs.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:
- aged 11 to 18;
- boys only;
- placed within the residential setting of Branas Isaf;
- residents from placing authorities throughout the United Kingdom;
- all present a range of harmful behaviours;
- most are in receipt of an EHC plan.

THE VISION

> Our school aspires to become a centre of excellence renowned for making outstanding educational provision for the very special pupils we teach.

This vision drives everything we do and will be achieved through…
- A rich, deep and personalised education designed to meet the needs of each pupil;
- A pupil centred, skills focused curriculum that is relevant to the 21st century and inclusive of all;

- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning;
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education;
- Providing personalised careers education and guidance, with aspirational next steps planning, preparing pupils for their future;
- Recognising that time is precious: working quickly to turn around pupils' attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer;
- Working collaboratively with our professional partners to support the needs of each individual pupil.

Pupils will:

1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training;
2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society;
3. Create, nurture and maintain healthy positive relationships with others;
4. Experience success, whatever form it takes;
5. Become enterprising, creative contributors ready to play a full part in life and work;
6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world.

OUR MISSION

Our mission statement is:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

OUR VALUES AND INTENT

Our values

- **Aspiration** : We encourage each other to be the best we can be
- **Curiosity**: We never stop learning and wondering about the world
- **Independence**: We think for ourselves and determine our own future
- **Innovation**: We look for new and creative solutions to problems
- **Reflection**: We learn from our experiences
- **Tolerance**: We value difference and respect other people's opinions
- **Trust:** We believe in the honesty and reliability of others

Our Curriculum Intent

For our staff: Everyone at Hidelow supports and challenges pupils to invest in education as a priority for a successful placement

For all learners:
- To undergo an initial 6-week assessment so we fully understand their needs for effective learning;
- To achieve at least 95% attendance in school;
- To engage in creative learning experiences appropriate to their needs, supported by an accurate individual learning plan;
- To achieve nationally recognised academic awards in core subjects;
- To achieve accreditation in a wide range of subject areas;
- To become independent learners;
- To learn how to keep themselves safe, and build positive relationships with those around them;
- To take part in decisions that shape their lives, the school and the community in which they live;
- To demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- To attend and participate in regular therapy sessions;
- To learn strategies to manage their feelings and know where to go for help when things are difficult;
- To have the opportunity to participate in work experience and work related learning opportunities;
- To develop the Literacy skills they need for adult life;
- To learn the skills to apply mathematical concepts;
- To learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- To lead healthy, active lifestyles;
- To develop as social, moral, spiritual and culturally aware individuals who are ready to make a positive contribution to society as adults.

1. Pupil Assessment

Rationale

The purpose of this document is to establish clear expectations and recommendations for assessment at Hidelow Grange School. It is expected that teachers should read and apply it to assess pupil work. Assessment is the process of obtaining, analysing and interpreting evidence for use by pupils and teachers to enable the review, planning and improvement of learning. It is fully integrated into our curriculum delivery and is an essential component of effective classroom practice. Assessment at Hidelow Grange School supports each pupil in the achievement of their full learning potential and fosters the development of self-esteem and personal responsibility. It takes place in a self-reflective context and encourages the involvement of all: staff, pupils and care staff.

1. During the Referral Process

Pre-placement Information
As part of the transition process to Hidelow Grange School, academic information about the learner is requested from the Placing Authority prior to the onset of a placement. This data may include:

- National Curriculum Levels from testing in Year 2, 6 and 9

- EHCP
- School reports, certificates and teacher observations
- SEN information including access arrangements
- Educational Psychology reports
- Samples of learner work
- Risk Assessment of behaviour in school
- Individual Education Plans
- Personal Education Plans

Thus the Head Teacher and the SENCO can build a baseline assessment programme taking into account prior learning. However often the information from previous educational settings is scant as a result of the fractured nature of a learner's educational history.

2. Initial Assessment on Admission

Over the first six weeks following admission to the school, all pupils undergo a baseline assessment in the key areas of curriculum, cognition and behaviour. As part of this, any identified and specific diagnostic assessments will also be arranged. These may be carried out by the on-site Therapy team. All pupils entering the school are screened for dyslexia.

Individual Pupil Interview
Within the first week of moving to the home, the allocated tutor will arrange an Initial Education Interview at the school or home. The profile of learning presented in the paperwork often differs significantly from that presented by the learner. This initial interview aims to identify any detail missing from the big picture which could be key to help them settle in our school.

The meeting discusses:
- Previous schooling – chronology and transitions;
- Educational experience – relationships, teachers and extra-curricular;
- Difficulties and behaviour – triggers, worries and solutions;
- Curriculum consideration – favourite subjects, performance and qualifications.

Assessment of prior attainment and understanding
When possible baseline assessments are incorporated into normal lesson time. These can happen:

- In discrete lessons solely for subject testing, such as 1:1 intervention sessions;
- As an element of the planned lesson to confirm learning;
- As a section of the lesson devoted to assessment;
- As part of teacher assessed work.

The process requires skilled judgement from the teaching team, as to the likelihood of success for the learner. Marking is immediate and a feedback session follows the assessment activity.

Core subjects are assessed using the following resources to determine current working levels, examination potential and learning pathways, and gaps in learning in need of targeted intervention.

English: Reading and Spelling tests through GL Assessments; BKSB;
KS3 Progress Testing/ELC and GCSE Examination Questions

Maths: BKSB; Yearly baseline and end of year assessment; KS3 Progress Testing/ELC and GCSE Examination Questions

Science: KS3 Progress Testing/ELC and GCSE Examination Questions

I.C.T: KS3 Progress Testing/ELC and GCSE Examination Questions

Dyslexia Screening

All new pupils are screened for dyslexia using the GL Assessment Dyslexia Screening Tool. Any pupils identified as having difficulties with this area will have a follow-up assessment using the Dyslexia Portfolio which produces a profile of strengths and difficulties relating to reading and spelling.

Behavioural & Developmental Assessment - Boxall Profiling

The Boxall Profile identifies children's developmental needs and the quality of the skills they possess to access learning. The initial assessment is completed by the teaching team considering shared observations over the initial 6 week period. The outcomes from the profile inform the targets that make up the Individual Education Plan (IEP) and is reviewed as part of the IEP review cycle.

Motional

Motional is a suite of evidence-based, easy-to-use tools designed to measure, positively impact and report on emotional health across the whole school or setting. It supports access to healthy life and learning through improved Emotional Wellbeing and Mental Health. Motional offers guidance, activities and resources for intervention work with individual pupils or whole classes, alongside data to provide a 'whole school' approach. The initial assessment is completed by the teaching team considering shared observations over the initial 6 week period. The outcomes from the profile inform the targets that make up the Individual Education Plan (IEP) and is reviewed as part of the IEP review cycle.

Cognitive Profiling

All pupils receive a cognitive assessment (WISC) by the clinical psychologist as part of their 16 week therapeutic assessment.

Completion of Baseline Assessment Period

All baseline assessment data is recorded on the Pupil Progress Tracker. Using this information, teachers map out an individual learning pathway towards the most suitable accreditation outcomes by the end of KS4.

At the end of the 6 week baseline assessment period, the school will produce an Initial Assessment Report. A copy of this is sent to the placing Local Authority, the Care team and therapist.

At this point, teachers produce the first IEP for each student.

3. Ongoing Assessment

All teachers carry out assessment activities as an integral part of their everyday practice. This assessment may be summative or formative.

Formative assessment: Assessment FOR Learning.
This is ongoing and provides evidence of and for progression in learning. It supports learning by identifying difficulties, providing feedback and diagnosing future learning priorities.

Formative Assessment
• happens during the learning
• helps to improve learning
• is done with learners
• is personally referenced
• is focused on the process

Qualitative and quantitative information is gathered through good use of Assessment for Learning (AfL) practices in the classroom and regular formative assessment across the year. Students are encouraged and supported to take responsibility for their learning: evaluating their progress towards end of KS4 targets. The development of self-assessment skills to enable them to do this is a fundamental part of all learning across the curriculum.
See Appendix B for further guidance on AfL

Summative Assessment: Assessment OF Learning.

This measures performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning, e.g:

• External Examinations
• Internal School Examinations
• End of unit assessments

Summative assessment
• happens after the learning
• proves learning has taken place
• assists in measuring learning
• is externally referenced
• is focused on the outcome

At Hidelow Grange School all young people are given the opportunity to receive accreditation for their achievements in school. It is often impossible to predict the length of a placement, or the future for a pupil once they leave the school. Therefore, we seek to provide pupils with a wide range of available accreditation, across all areas of the curriculum, at Key Stage 3 and 4, appropriate to age and abilities. Likewise, wider curriculum opportunities and vocational activities are linked to recognised summative accreditation when possible.

We offer the following routes to accreditation:

- GCSE;
- L1/L2 Awards: Functional Skills, Cambridge Nationals, BTEC;
- Entry Level Awards and Certificates;
- AQA Unit Awards;
- John Muir Award

All pupils develop a portfolio of accreditation to evidence their academic and non-academic achievements. This prepares them for their next steps in education or training and for life as an adult in British society.

4. Feedback and marking

Feedback to students about their work is an essential part of the learning process. It can take different forms- such as a verbal discussion with a student about their ideas to help move their thinking forward; and the more formal process of marking work using written comments and symbols. To increase impact, feedback should be a two-way interactive process. The student plays an important role in this and we help them develop self-evaluation skills.

Constructive feedback recognises pupil achievement, highlights strengths and shortcomings, and provides clear guidance for improvement to be made.

Teachers share the Learning Objectives and Success Criteria with students every lesson. These form part of the plenary to gauge understanding and evidence progress made. This is part of the feedback process.

The formal marking of pupils' work is an essential element of feedback. Good practice is promoted through regular, accurate and consistent marking by all teachers.

Effective marking helps to:
- recognise pupil achievement
- monitor pupil progress
- provide feedback and guidance for improvement and progression
- motivate and encourage pupils
- record and report pupil attainment

It is essential that work is marked:
- promptly, regularly and consistently
- according to agreed and shared assessment criteria /outcomes
- using both quantitative and qualitative criteria
- for improvement, using constructive comments

Teachers should provide opportunities for students to act on the feedback given. This should form part of a lesson.
See Appendix C for further details about marking and the Whole School Literacy Marking Code

5. Recording and reporting pupil progress

Recording and reporting ensures regular communication about attainment and progress to pupils, teachers, parents and carers. Each teacher has responsibility for accurate and effective recording and reporting of individual pupil assessment outcomes.

Recording

Consistent record keeping by all teachers allows the effective monitoring of pupil progress. Teacher records can inform reporting, both formal and informal, to pupils, parents, staff and other appropriate external stakeholders. They use this information to monitor how students are progressing towards their targets. Students who are making below expected progress are identified for targeted intervention to help them catch up. Students making above expected progress may be put onto a different pathway towards more stretching targets at the end of KS4.

IEP targets relating to Literacy and Numeracy are reviewed and evaluated at least once a term. Targets not met are revised to ensure that they are achievable. New targets will be set to ensure continuing progress.

The termly review of IEP targets relating to behaviour is supported by data relating to behavioural skills and emotional development such as incident reports and records, teacher observations and information from the re-assessment using the Boxall Profile.

Reporting

All pupils will receive a full report at the end of each term and a brief summary of progress and attendance at the end of each half term. Copies of this report will be sent to:
- the placing Local Authority through the Social Worker and Virtual School;
- the parents when this is appropriate;
- the Registered Manager of Hidelow House;
- the Care Team responsible for the young person.

Monitoring

This policy will be reviewed by the Head Teacher every 12 months. The date of next review will be **November 2025**

Teaching Staff	Qualifications
Sam Goodchild Headteacher; DSL; LAC; Teacher: PE	BSc (Hons) in Sports Studies; PGCE: Secondary Education
Charlotte James DDSL; SENCO; Exams Officer; Teacher: Maths, ICT, Art	BA (Hons) in Primary Education specialising in SEND
Mark Maddock 0.6 FTE Teacher: Science, DT	B.SC. (Hons): Applied Zoology (with Agriculture); PGCE in Biology and Science (Distinction in Teaching Practice) Post-Graduate Certificate of SEN
Victoria Cooper Teacher: English; Enrichment	BA (Hons) English Literature and minor Religious Studies; Dip (HE) Diploma in Community, Youth and Play Work; PGCE Secondary English
Juliet Smith Teacher: PSHE; Humanities; Art; Enrichment	BA (Hons) in Humanities with History; PGCE Secondary Geography

Links to other Policies and Procedures

For further information on aspects of this policy please refer to:
- Curriculum Policy
- Behaviour Policy
- Examinations Policy
- Safeguarding Policy
- SEND Policy
- Subject Development Plans
- Teaching and Learning Policy
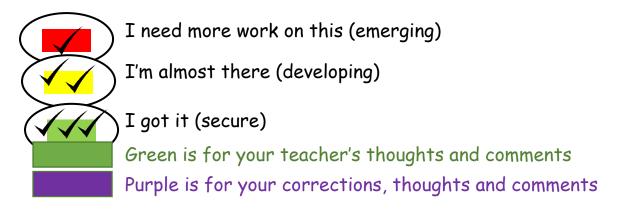
Appendix A: Assessment for Learning (AfL)

Teachers at our school integrate the following AfL strategies into their teaching and learning.

Features of good AfL   Teaching strategies

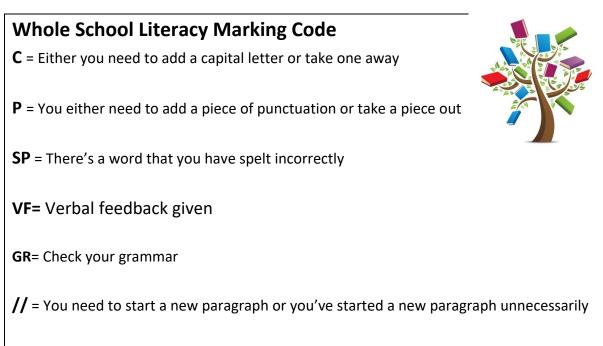| Features of good AfL	Teaching strategies
Sharing learning objectives and success criteria with pupils	• Share learning objectives/ success criteria at the beginning of the lesson and, where appropriate, during the lesson, in language that pupils can understand • Use these as the basis for questioning and feedback during plenaries • Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of planning
Helping pupils to know and recognise the standards they are aiming for	• Show pupils work that has met criteria with explanations of why • Give pupils clear success criteria and then relate them to the learning objectives • Model what it should look like, for example exemplify good writing on the board • Ensure that there are clear shared expectations about the presentation of work • Provide displays of pupils' work which show work in progress as well as finished product
Involving pupils in peer and self-assessment	• Give pupils clear opportunities to talk about what they have learned and what they have found difficult, using the learning objectives as a focus • Encourage pupils to work/discuss together, focusing on how to improve • Ask pupils to explain their thinking: 'How did you get that answer?' • Give time for pupils to reflect upon their learning • Identify with pupils the next steps in learning
Providing feedback that leads pupils to recognizing their next steps and how to take them	• Value oral as well as written feedback • Ensure feedback is constructive as well as positive, identifying what the pupil has done well, what needs to be done to improve and how to do it • Identify the next steps for groups and individuals as appropriate
Promoting confidence that every pupil can improve	• Identify small steps to enable pupils to see their progress, thus building confidence and self-esteem • Encourage pupils to explain their thinking and reasoning within a secure classroom ethos

Appendix B: Marking

Teachers use the following strategy for written feedback on pupils' work. This will be supplemented by additional comments specifying what the student has done well, and what they could do to improve it further.

Track your progress: Three Ticks and/or RAG rating

I need more work on this (emerging)

I'm almost there (developing)

I got it (secure)

Green is for your teacher's thoughts and comments

Purple is for your corrections, thoughts and comments

Teacher also use a whole school Literacy marking code- see below. This is on display in every classroom.

Whole School Literacy Marking Code

C = Either you need to add a capital letter or take one away

P = You either need to add a piece of punctuation or take a piece out

SP = There's a word that you have spelt incorrectly

VF= Verbal feedback given

GR= Check your grammar

// = You need to start a new paragraph or you've started a new paragraph unnecessarily

Spellings to be written correctly three times at the bottom of the piece of work

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