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# Hospital School Internal Assessment Procedure

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OCTOBER 2022

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**NEXT REVIEW DATE: October 2023**

**October 2022**



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## Hospital School Internal Assessment Procedure

<b>Approved by:</b>	Angela Ransby
<b>Responsibility for review:</b>	Kate Kingsford-Bere
<b>Date to be reviewed:</b>	October 2023

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This document should be read alongside the Raedwald Trust Assessment Policy

### The Purposes of Pupil Assessment

1. To inform individual pupil planning and curriculum planning by measuring progress against individual targets.
2. To provide constructive feedback on the individual pupil's own performance.
3. To positively acknowledge achievement in accordance with our school aims, ethos and equal opportunities policy.
4. To ensure continuity of achievement for pupils with additional medical needs.

### Accuracy of Assessment

In the hospital setting, many factors will affect the pupil's ability to sustain educational achievement and progress.

These factors must be identified and taken into consideration before planning and assessing the pupil's work.

This will include the pupil's:

- medical condition, which may involve restricted mobility or sensory impairment, be degenerative or cause regression.
- concentration span, which may be affected by illness, medication, mood or environment.
- motivation, which may be affected by low mood, general anxiety, pain or medication.
- emotional and behavioural state which may interfere with the pupil's ability to form relationships with the teacher or with peers.

### How We Assess

When meeting a pupil for the first time, the teaching staff, **through conversation with the pupil, parents and hospital staff**, will assess circumstances which may affect learning.

Individual circumstances are summarised on our school database for short term pupils in the Lesson

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Log under 'Prior Knowledge' and for longer term pupils (Appendix 1) under the 'General' section of their Individual Learning Plan (ILP) or Individual Health Plan (IHP) whichever is appropriate.

Teachers will identify effective teaching and learning strategies in line with the Hospital School's aim *'to provide equal access to appropriate education for all children and young people with medical needs, keeping education alive in the pupil's life, maintaining progress and enabling them to achieve their potential as far as their health permits.'*

### **How we measure progress**

Due to the highly individual needs of our pupils, progress is measured for each child against their starting points. **Progression in terms of targets achieved, summative assessments together with case study information, book study, results of unit assessments (if appropriate) form the basis of assessment.**

Assessment information and, when appropriate, information from Home Schools is used to set targets for each child's learning. These targets may change as a child's medical needs change. The targets are reviewed throughout teaching with new targets set as appropriate.

Case studies on a selection of pupils are carried out as part of our assessment of learning and teaching within our school.

### **Formative Assessment/Assessment for Learning**

Continuous teacher assessment is used throughout the school. Teachers use their own observations and professional judgements to provide a prompt response to a wide range of individual pupil needs and the varying demands of our transient and fluid pupil population.

This involves the continuous assessment of pupils informally during teaching.

Teachers assess all pupil's learning through:

- informal discussion
- book study
- a shared activity e.g. reading, IT programs, games and puzzles etc
- questionnaires/feedback forms
- working through a learning task with the child, checking accessibility; engagement and level.

Outcomes are recorded within the pupil's own database record (SchoolPod – Learning Log; ILP; IHP).

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## Summative Assessment

*It is important to note that due to the setting and medical needs of the pupils, summative assessments carried out in hospital may not reflect the pupil's true levels*

Assessment information is obtained from Home Schools for long term pupils (e.g. pupils admitted with Eating Disorders etc) and for recurring admissions (e.g. Cystic Fibrosis patients). This will form the baseline assessment for planning purposes. Assessment information is shared with Home Schools throughout the pupil's time in hospital. For reoccurring pupils, visits to Home Schools can take place for moderation purposes; to maintain consistency with communication and to ensure pupil records e.g. IHPs are up to date, relevant and fit for purpose.

When there is insufficient or inadequate information from Home Schools or the teacher deems it appropriate, summative assessment may include:

- National Curriculum Assessments e.g. SATs
- Reading age/Spelling age assessment
- Raedwald Trust subject assessments [RT Staff Hub - RT Curriculum 2020 2021 - File size \(sharepoint.com\)](#)
- EYFS – assessment against ELGs (although non-statutory for Hospital School settings)
- SEN - Engagement Model
- GCSE, GCE, A Level Papers
- IHP Toolkit Progress tracker grids <https://www.raedwaldtrust.com/mnis/mnis-toolkits-resources/>

## Assessment on Discharge

### Reporting to Parents/Pupils/Home Schools

A summative assessment is recorded in the form of a school report for Home Schools. Parents and pupils are given verbal feedback on progress on a regular basis throughout the hospital admission.

### Pupil self-assessment/Peer Assessment

Pupil self-assessment is encouraged as this is acknowledged as a means of building self-esteem and actively involves pupils in their learning. When possible, opportunities to peer assess are exploited also, to encourage collaboration, ownership of learning and promotes the chance to learn from each other.

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## Appendix 1

### *Identifying priority pupils and Assessment Procedures*

#### **All Statutory School Age Children:**

Day 1 of admission – Educational/Assessment pack relevant to Key Stage given.

Day 2/3 – School room sessions offered following Home School/Hospital School curriculum and/or teaching at bedside – formative assessment

Contact Home School if necessary for further information/information share

#### **Long Term Pupil / Recurring Pupil - Admission of 5 days or more:**

Contact Home School for assessment data/work to be covered

Lead teacher uses formative assessment and information from Home School, Parents/pupil

Begin/Update ILP/IHP as necessary

Joint planning with Home School

Target setting

#### **Discharge/Transition (6 weeks+/recurring patients)**

Analysis of targets

Overview of progress made

Reports written for Home School records (and pupil/parent as appropriate)

Case study if appropriate

Summative assessment where applicable

Possible visit to Home School (for Transition purposes; moderation; to complete/update IHP etc)

Update ILP / IHP as appropriate