



Head of School: Mr P. Coiffait

School Policy

Assessment

Co-ordinator: Janet Sarno

Governors adopted this policy on: _____

Signed by the Chair: _____

To be reviewed on: _____



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Assessment, recording and reporting policy: Hawthorns Special School

Rationale:

Assessment is the process by which pupils, parents/carers, teachers and teaching assistants gain an insight into learning. It is integral to both teaching and learning

Assessment provides the basis for:

- Acknowledging achievement (academic and personal)
- Planning for learning
- Recording experiences, developing knowledge and skills
- Reporting for a range of purposes and to different audiences e.g to parents, governors, to the local authority and the Standards and Testing Agency

Recording is the means by which teachers and teaching assistants identify and keep information about learning. Through the use of recording systems, information about pupils' achievements is recorded and retained.

Reporting is the process of providing information about pupil progress to a range of audiences.

Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.

It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

Hawthorns Assessments Aims:

Our overarching aim is that we want our learners to be:

- **Safe and healthy**
- **Engaged**
- **Successful**
- **Responsible Learners**

To enable **pupils** to:

- Recognise and take pride in their own achievements
- Recognise areas and skills that need to be developed
- Become involved in planning their own next steps in learning

To enable **teachers** to:

- Gain knowledge of individual pupil's abilities, skills and understanding
- Plan for next steps in learning for every pupil.
- Plan teaching through evaluation of materials, resources and learning styles
- Set personalised targets for every pupil.

To enable **Hawthorns** to:

- Evaluate effectively whole school curriculum planning, practice and resource provision
- Provides a whole school picture
- Meet statutory requirements
- Provide value added data
- Contribute to pupils' EHC Plans

To enable **parents/carers** to:

- Be informed of their child's progress
- Be supported to help their child at home
- Participate in the celebration of their child's achievements

At Hawthorns we consider all assessment information. It is analysed, synthesised, summarised. We continually ask ourselves:

What does it tell us about the learner?

So what next?

Hawthorns Assessment approaches:

Achievement at Hawthorns is measured using a wide range of approaches and methods.

Assessment of learning

Teacher assesses without the learner, using a task or an activity to measure, record and report on a pupil's level of achievement in regards to specific learning expectations.

- We baseline all pupils' attainment and development on entry.
- Attainment on entry varies with each child, so it is important to document their incremental progress from their Baseline.
- We use Progression Guidance to measure end of Key Stage outcomes, and use the target setting tool to set targets for children in the upper quartile range, ensuring there is challenge built in for every child.

Methods of Assessment of Learning:

- In Reception, children are assessed using the EYFS Assessment framework. Children's emerging independence is observed even within the Foundation Stage and this is regarded as a key indicator of progress.
- When children move into Year 1 there is a transition phase during which the children's attainments are measured using PIVATS/P Scales in the core subjects of English, Mathematics, Science, PSHE and ICT.
- We track pupil progress each term, in Speaking and Listening, Reading, Writing, Number and ICT using PIVATS.
- We carry out a summative assessment using PIVATS towards the end of the academic year. Progress is tracked and recorded and used to inform the Annual Pupil Centred Reviews and the EHC Plans.
- Termly IEP targets are set and assessed.
- Pupils using the Verbal Behaviour Approach are assessed and tracked on the VB Mapp
- Blossom class assess pupil's Behaviour's for Learning.
- Progress for children on the Attention Autism programme is tracked through the four stages of the programme through achievement of key skills in the area of attention.

The Dashboard (from January 2019, the school has begun to use our Newbridge MAT's Dashboard)

The Dashboard is used to measure progress by achieving a series of 'I can' statements in both academic and more holistic areas such as living skills, communication, keeping safe and positive behaviour.

The Dashboard uses Progression Guidance to set appropriate expected and exceeded targets. The progress that all our children make is directly linked to the expected levels.

We are able to judge whether each child is making exceeded, expected, developing or emerging progress in every subject they study.

The school also reports on the children in cohorts (by ethnicity, gender, children who are looked after etc.) to ensure data is used to accurately inform future planning.

All curriculum leaders meet with the CEO and Assistant CEO on a regular basis.

The Standards Board (comprising key stakeholders, Governors, Trustees and Directors) evaluates all of the above on a termly basis.

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6). Where appropriate.

Assessment *for* learning

Assessment is carried out with the learner, during the learning. Pupils are given feedback. The interactive nature, enhances motivation and commitment. This form of assessment uses a task or activity for the purpose of determining the progress during learning. Pupils gain valuable feedback on their learning.

Staff and pupils reflect on:

- The purpose of the activity
- The learning objective
- The task
- The level and means of support

Pupils receive oral and written feedback. Questioning is an essential part of this process.

Using this information, identifies effective teaching and learning strategies and determines next learning steps.

Work scrutiny's determine the use of effective AfL

AfL should clearly demonstrate pupil progress.

Assessment *as* Learning

Using a task, allows pupils the opportunity to use assessment to further their own learning and to set personal goals.

- Pupils reflect on their own work with support from an adult or peer
- Helps pupils take responsibility for their learning

Methods of Assessment as Learning

- Pupil voice
- Using signs and symbols to select a response to demonstrate their feelings about an activity.
- Traffic light system: pupils are guided to respond to the level of support that was needed for them to complete an activity.
- As pupils progress they learn to assess their learning against visual achievement criteria.
- Pupils are encouraged to mark/make changes/edit
- Pupils are guided to reflect on their learning and identify next steps

Data

Data from assessment is accompanied with a narrative to describe outcomes, affecting factors, context and pupil needs.

It allows us to have a sense of where the pupil is in relation to the year group/key stage band.

Pupil achievement is triangulated by teaching teams, external agencies and parents who regularly engage in termly progress meetings as well as annual pupil-centred reviews. Each progress review focuses on next steps in children's learning, always taking into account long term aims within statements (Education Health Care Plans).

Forms of assessment information:

- Termly tracking of all pupils: data is highlighted as green (made progress), yellow (progress remained the same), red (progress has regressed)
- Summative assessment profiles
- Termly IEP target analysis
- Summative IEP profiles
- Summative VB tracker and analysis
- Summative Key Stage analysis
- End of Key stage statutory assessments sent to the STA.
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Other forms of data analysis:

- Attendance data is tracked and reported
- CPOMS is used to manage and record the monitoring of Child Protection, safeguarding, pastoral and welfare issues
- EHC Plans outcomes.

Moderation

In order to ensure our teacher assessments are rigorous, we have a moderation system within school and we are part of the Moderation process within the Newbridge MAT

- Termly curriculum sessions with the teaching staff to moderate work/evidence.
- Evidence of moderated work is kept in Pupil red folders
- The local authority provide support for the moderation of statutory assessments.
- Identified staff within the key stages, attend annual training to update themselves on the Statutory Assessment and moderation processes and expectations.

Assessment Systems

Dashboard is an electronic pupil progress analysis system for SEND children which enables us to have an holistic assessment of whole school and individual learner's progress, using our own curriculum.

Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Head of School

The Head of School is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

Monitoring

This policy will be reviewed by the Assessment Coordinator. At every review, the policy will be shared with the Governing board.

All teaching staff are expected to read and follow this policy. The Senior Leadership Team will monitor the effectiveness of assessment practices across the school, through:

Lesson observations

Book scrutinies

Pupil Progress meetings

Data Analysis

Moderation

Review meetings