Assessment Policy

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Legal Status

> Regulatory Requirements, Part 1, paragraph 2(vii), Quality of Education Provided (curriculum) (teaching) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

Scope

This policy applies to:

> the whole School inclusive of activities outside of the normal School hours;
> all staff (teaching and support staff), the proprietor and volunteers working in the Establishment.

This policy is made available to parents, carers, staff and pupils from the School's office and website.

Introduction

Assessment is an integral part of teaching and learning process and involves any means used to make judgment about progress attainment or achievement. It helps to provide information on when the students are is in their learning – what knowledge and skills they have acquired and what gaps they may have. This helps to inform the curriculum and support that needs to be in place to move learners forward.

Policy

Definitions

> **Progress:** students' achievements over a period of time or the journey that students have made subject to their starting point, for example from KS2 to KS3

> **Attainmen**t: the academic standard that pupils reach in, for example, assessments and exams. It is usually recorded as grades, scores or levels, and it indicates a pupil's result at the end of a Key Stage (KS)

> **Achievement** is the standard of academic performance usually demonstrated by tests, examinations or through teacher assessment. Achievement considers the standards of attainment reached by pupils and the progress they have made to reach those standards

Principles of assessment

It will lead to successful personalisation, in that it will enable the School to build up a unique picture of each learner's strengths and areas for development, enabling the School to offer the right curriculum and the learner to make well informed choices.

It will enrich classroom practice by ensuring that lessons, and the staff/learner interaction, are underpinned by a shared understanding of progression. It will support curriculum planning: in that awareness of what learners have achieved and are finding difficult should be the starting point for short- and medium-term plans; a broader sense of how learners are responding to what they are being taught should inform the way in which subject and curriculum leaders modify their longer-term plans.

It will lead to sound pupil tracking, through which staff can form a view of both the general progress of individual learners, of their progress in relation to particular targets (for example in EHCP), of their response to particular interventions. This can in turn inform future planning for the individual, as well as reporting to parents, carers, other professionals and Local Authorities.

It will provide an evidence base for School improvement, in that pupil progress in its widest sense should confirm the effectiveness of the curriculum, the impact of School improvement priorities, the contribution of a member of staff.

Our Assessment System

As an independent special school for pupils with SEND want our approach to assessment aims to provide a holistic picture of the individual learning, behaviour as well as personal development.

Baseline: Our starting point is to ensure that we conduct a comprehensive baseline in order to provide a transparent and evidence-based picture. Baseline will take account of literacy, numeracy, emotional and cognitive development. We also take into consideration education, social and medical history including prior learning, attendance, exclusion, any safeguarding issue and agency involvement. Baseline assessment can take place over several weeks on initial placement into the school and allows the staff to take in consideration information from observations of how the students settles in and how they interact with others within the school community.

In addition to teacher devised tools, we use a variety of standardised tools to support our baselining activities such as:

SDQ – Strengths and Difficulties Questionnaire: The Strengths and Difficulties Questionnaire (SDQ) is a brief emotional and behavioural screening questionnaire for children and young people. The tool can capture the perspective of children and young people, their parents and teachers. The scales include: Emotional symptoms, Conduct problems, hyperactivity/inattention, Peer relationships problem, Prosocial behaviour subscale

WRAT-5 (Wide Range Ability Assessment Test: Measure the basic academic skills of reading, spelling and maths computation

Emotional Literacy / Readiness for Reintegration Scale: This assessment is a screening for suitability for inclusion and gives a diagnostic developmental profile. Used over time it gives a clear measurement of pupil development skills in each area.

It is a specific, quantitative assessment tool to help analyse behaviour; measure readiness to reintegrate; and highlight specific areas that need further development.

The profile considers five main areas:

- Self-control and management of behaviour

- Social skills

- Self-awareness and confidence

- Skills for learning

- Approach to learning

CAT4 (Cognitive Ability Test)

is a standardised computer adaptive test for Individuals aged between 6 and 17 years old. It assesses verbal, non-verbal and quantitative reasoning as well as a spatial awareness. This test also provides gives indicators of likely outcomes for the End of Key Stages 2 to 4

PiE – Progress in English

Progress in English (PiE) is a standardised test for Individuals aged between 5 and 14 years of age. It measures a pupil's attainment and ability reading and writing in an accurate and realistic way. PiE is effective in monitoring progress over time, tailoring learning to individual pupil needs and assisting in appropriate target setting PiE is an ideal assessment for monitoring progress over time and identifying the effectiveness of intervention strategies

PiM – Progress in Maths

Progress in Maths (PiM) is a standardised test for Individuals aged between 4 and 14 years of age. It provides a wealth of rich diagnostic information about the pupils' mathematical ability, providing an overview of individual pupil strengths and weaknesses in mathematics. PiM is effective in monitoring progress over time, tailoring learning to individual pupil needs and assisting in appropriate target setting PiM is an ideal assessment for monitoring of progress and measuring the effectiveness of intervention strategies.

Target setting and planning:

The information collected during the baseline process is used to set realistic targets against which progress will be judged as the student based on the personalised curriculum offer that has been put in place. These targets will also be aligned to the EHCP where this is available. Plan(s) will drawn up (Individual Learning support plans, Risk assessments etc) identifying strengths and areas for development, targets set for them as well as the strategies and resources that will be employed to support the student to achieve these.   Planning will involve the students and other stakeholder such as parents and social workers. All staff within the school that teach or support these students will be

aware of the needs and support required for students to achieve these targets and will be held and will be involved in assessing and monitoring progress.

Progress monitoring

The progress of our students will be monitored on an ongoing basis both formally and informally using a wide range of approaches. This includes assessment for learning opportunities in each session such as observing engagement on task, questioning, review of learning, self and peer assessment of learning. We also use more formal means such as marking of student work, periodic test and examinations. A review of students' progress will take place every half term. A progress tracking sheet is maintained for each subject across the school which outlines the students' journey.

Marking and feedback. Marking and feedback will occur in line with our marking policy which indicates frequency and marking codes and can be done in a variety of ways such as teacher alone, or with student or whole class review. Feedback will also be given against lesson objectives/ lesson outcomes and success criteria. All feedback will be constructive and accessible by the students. Students will be encouraged to respond to feedback.

Coursework and controlled assessment

Where pupils are entered for examinations /qualifications that includes coursework, these will be managed in line with the procedures and policies set out by the exam board and Joint Council for Qualification (JCQ)

Assessment Criteria

At each assessment point within each subject, teachers will indicate what students know, understand and are able to do using the four assessment descriptors:

> *Emerging* -The student is just beginning to learn and understand subject content/skills

> *Developing* -The student is showing an increased understanding and skill level in the subject

> *Securing*- The student is achieving a sound understanding and competence of skills in the subject

> *Mastering* -The student is showing evidence of a deeper understanding and higher skill level in the subject and can make connections between different areas within the subject

Reporting

Termly reports will be prepared for parents which with provide information on each subject progress using the assessment descriptors, current attendance, behaviour for learning grade as well as a summative content explaining in brief what was covered and how the student progressed. At Key Stage 4, an additional grade may be provided in line with qualifications scales such as GCSE (Grade 1-9)

Roles and responsibilities

Role	Responsibility
The Head of Service and senior leadership	• Have overall responsibility for the monitoring and evaluation of pupil progress and achievement • Monitor regularly the School processes for assessing pupil performance • Ensure that judgements about assessment are regularly made, moderated and recorded, and that evidence of pupil achievement is kept both at the individual pupil and the subject level. • Report regularly to Cambian Group Education Department on pupil performance • Ensure that Local Authorities, parents and carers receive timely reports on pupil achievement • Ensure that all pupils have identified tutor or mentors who can work with them on a timetabled basis to review progress and plan ahead. (see appendix 1 extract 4) • Chair Annual Reviews
The SENCO (or senior leader with SENCo responsibilities) along with Keyworkers will:	• Carry out or arrange for an initial baseline assessment of all pupils, and for periodic objective assessments. • based on that assessment and on subsequent reviews, work with education and care staff to develop IEPs and other plans that inform classroom teaching and interventions, and approaches to care. • For pupils who require additional support, produce, disseminate and monitor the impact of a learning support plan. • Enable regular reviews against targets set in IEPs and other plans, which consider the range of evidence available of academic and personal progress, and which engage teachers, support staff and care staff. • Arrange for regular reports on pupil progress, feeding into the statutory annual review process. This should include a pupil contribution.
Subject leaders will:	• Ensure baseline assessments are in place for all pupils in their subject areas. • Build assessment into their schemes of work. Build assessment into schemes of work • Moderate teacher assessments where more than one member of staff is involved. • Supervise the assessments of teachers (where more than one teacher is involved). • Use subject assessments to inform their short-, medium- and long-term planning. • Contribute to IEP (ILSP) target setting and reviews. • Prepare an annual report on pupil progress across the subject

Class teacher	
	• Ensure assessment underpins all lessons, with transparent objectives, feedback to learners, and effective plenary review.
	• Give pupils opportunities to reflect on their learning and understand what progression means in that subject.
	• Offer regular written feedback which is positive, explicit about what has been achieved and about next steps.
	• Monitor and evaluate pupil progress in their subject/class, using this as the basis for planning of future learning
	• Monitor and evaluate pupil progress in the classes they are responsible for, working with subject leaders to use the findings to inform planning
	• Be aware of and assess both academic and personal progress
	• Report on pupil progress in IEP reviews or reports.
Support staff	• Be aware of the learning plan for the lesson and their specific role within the lesson, e.g. working with a target group or specific individuals.
	• Be aware of the assessment objectives for the group or individual that they are working with.
	• Record pupil performance in the lessons, as directed by the teacher, for later discussion and planning for learning.
	• Be aware of and assess both academic progress and personal progress (including progress in relation to behavioural targets).
	• Contribute actively to periodic reviews of progress for learners.
Key stage coordinators	• be responsible for the management of assessment activities;
	• be responsible for the on-going monitoring of assessment and reporting activities to the SLT;
	• work alongside Subject Co-ordinators in order that they have the information required in order to monitor their subject successfully;
	• facilitate the exploitation of assessment data within the Establishment;
Curriculum coordinator	• ensure a consistent and continuous Establishment-wide focus on pupils' achievement, using data to monitor progress in pupil's learning (in discussion with Subject Co-ordinators and Key Stage Co-ordinators);
	• be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework;
	• responsible for overseeing the collection and interpretation of assessment data;
	• implement the Establishment's policy for the recording and reporting of pupil progress, based on regular assessments and reports;
	• report to the Head of Service the outcomes of assessment activities

External support staff	• Contribute to the baseline/admissions/referral process, and take the lead on diagnostic assessment in relation to any therapeutic matter
	• Play a part in the target setting process, and offer guidance to other staff on how they can support any therapy related target.
	• Conduct clinical interviews and assessments of pupils' presenting psychological problems and carry out psychological risk assessments as need arises
	• Conduct appropriate observation assessments in class, house units, trips, gym and other living-learning settings and occasionally with primary caregivers
	• Contribute to regular integrated reviews offering their perception of progress and associated evidence.
	• Provide reports to, and be part of the annual review process.
pupils will	• Be able to offer their own views of progress when they join the school and at reviews.
	• Know what their own targets for development are and understand how they are going to work towards them.
	• Play an active part in assessing themselves and each other during lessons and at the end of modules of work.
	• Be ready to discuss with identified staff their achievements, difficulties and attitudes to learning.
	• Make their statutory contribution to the annual review process.
Parents	• Respond to periodic reports provided by the Establishment, sharing their perceptions of progress made and areas for development identified.
	• Be aware of key targets for development set through the annual review process, and contribute as actively as possible.
Local Authority	• Provide as much relevant information as possible of the learner's prior attainment, background, learning and behavioural difficulties, as they join the Establishment.
	• Play an active part in periodic reviews of progress.
	• Be ready to facilitate additional support (e.g. CAMHS) where this is called for by the review process