

Cambian New Elizabethan School

Assessment and Achievement Statement

1. Assessment and Achievement

At Cambian New Elizabethan School (CNES) we recognise that effective assessment is essential to support the quality of learning, teaching, achievement and progress of our pupils.

All pupils at CNES have an Education Health Care Plan (EHCP). We appreciate that all of our learners are unique and are at very different starting points within their academic journey. They all need different learning targets to develop their skills at different points. That is why no one single assessment tool fits our pupils. The assessment frameworks must be flexible to meet the need in recording a pupil's individual strengths and the next steps needed to progress.

It is very difficult for us to compare outcomes for the whole school cohort. Learning and target setting is personalised to each pupil - every child is unique in their learning experiences. Individual Education Plans (IEP) target setting is based on the individual pupils EHCP long term outcomes and builds towards 'Preparing for Adulthood' expectations.

The assessments at CNES vary depending on each individual, including which Curriculum pathway the pupil is on. A number of approaches can be used to assess pupil progress, in addition to the EHCP/IEP tracker, including:

- Subject specific trackers for each academic curriculum areas, (which tracks progress over time) based on formative assessment methods.
- Use of GL testing in Maths, English and Science, at the start and end of each academic year as Summative assessment
- Use of Star Maths and Star Reader
- CNES Journey folders which should support the learner in noting meaningful achievement and show progression within school and the wider school community.
- Personalised DREAM targets as part of our reward programme (see Behaviour Management Policy for more details)

We believe that the assessment of pupils' achievements and progress should be a story- how much an individual pupil has achieved in any given time period, e.g. a term, a year, Key Stage and overall time at CNES.

At CNES, we use bespoke spreadsheet trackers to monitor students' academic progress. These trackers allow all teachers who work with the students to capture the learning achievements through observation and assessment. Additionally, students have IEP targets linked directly

to the EHCP outcomes set each year. In some cases, particularly when pupils join our school, the outcomes on the EHCP are not specific enough (SMART) to meet the priority needs of a pupil. Where this is the case the SENCO and teachers will reform the targets set in conjunction with all parties and work to these. These targets can then be updated at the next annual review.

Any achievements made by the pupil/s are celebrated daily and often at the time. This way we can try and help the learner to understand what he or she is doing. Teaching staff use a range of instant feedback techniques to celebrate progress seen. Where pupils learning is on paper, marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take.

Achievement is continuously logged by class staff and other professionals against individual learning targets. Pupil Progress dialogue conversations happen formally three times a year, SLT conduct these meetings with subject/class teachers, and talk about the impact of the curriculum upon the learners in the classroom. In addition, they quality assure evidence against objectives, discuss future targets, achievements of pupils and identify if any barriers to learning are present and what if any intervention is required. Information from these meetings is evaluated, key children who are a concern are identified, closer scrutiny of these pupils is made in between meetings.

Pupils in Key Stage 4 pupils are assessed against formally recognised accreditation and/or certificates of achievement in core subjects of English, Maths, and Science, alongside optional subjects chosen by each student. This extra layer of achievement ensures the pupils are working towards a personalised outcome and this is uniquely mapped to their level of ability.

Parents and pupils are well informed when applying for (Post 16) college placements. These targets are continually reviewed by the Deputy Headteacher and Exams Officer alongside the class teacher/Phase Lead.

Pupils in Key Stage 5 are working on an individually mapped curriculum route linked to Preparing for Adulthood Outcomes (PfA). The curriculum and proposed accredited predictions are set by the Phase lead/teacher, based on the pupil's ability levels, and overviewed by the Deputy Headteacher. As the pupil's work is completed (evidence), it is recorded against the certificates of achievement and accreditation they will leave Post 16 with.

The options offered are reviewed each year to meet the individuals' interests and needs of that year's cohort. Examples of qualifications offered are:

- GCSE & Functional Skills English (Reading, Writing and Speaking and Listening) Entry Level to Level 2
- GCSE & Functional Skills Maths (Entry Level to Level 2)

- Science GCSE and Entry Level Certificate
- GCSE/BTEC Art
- History GCSE and Entry Level Certificate
- Geography GCSE and Entry Level Certificate
- AQA Unit Awards
- Digital Functional Skills qualification at Entry Level 3 & Level 1
- Food Technology BTEC up to level 2
- BTEC Music at Level 1
- Digital Media Entry Level 3 & Level 1
- Junior Award Scheme (JAS)

2. Reporting to Parents

Reports to parents are given verbally at parents' evenings twice a year in the Spring and Summer term. This is a chance for the parents to discuss their child's achievements so far and discuss their next steps. A comprehensive written report is provided each year for the EHCP annual review meeting, and this is where new / existing targets are agreed and evaluated. A short-written report along with progress is provided for each child at the end of the summer term. All reports are written in a clear, straightforward manner and are personal to the child.

Within the academic year parents are informed about the following:

- How their child is performing in relation to their past achievements.
- Attendance
- New/existing performance on academic and social targets
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How parents/carers can help at home.
- Whether the child is happy, settled and behaving well.

Parents are invited to discuss their child's progress informally at any time throughout the school year and are welcome to see their child's work and discuss matters arising with the class teacher at a mutually convenient time either by phone or in person.

3. Responsibilities

All School Staff, Teachers and Phase Leads

- All new staff are given training on our assessment systems and are mentored through by another colleague to ensure consistency of tracking.
- All staff have a working knowledge of the student in their class's individual targets
- All staff are expected to contribute to evidence gathering, and capture progress when appropriate.
- All Teachers will record students' progress on our academic trackers, and will have an overview and understanding of how their pupils are progressing and be able to talk confidently at the Individual Class/Pupil Progress meetings of their achievements
- All Teachers must justify judgements made and supply evidence to show reasoning behind decisions for moderation and tracking purposes.
- All Teachers (with input from other professionals), are able to review achievements made at a pupil's EHCP annual review, suggest appropriate new targets if required in line with their next steps and future aspirations.

Senior Leadership Team (SLT)

- SLT support Teachers through Individual Class/Pupil Progress meetings
- SLT analyse and produce report for external professionals (Local Authority, Governors, DfE)
- SLT ensure that Quality Assurance happens across the school
- SLT supports and monitors the process of setting targets to ensure there is a high level of challenge.