Cambian

Policy Ref:
CSHS/APEd

Policy for

Assessments in Education

Cambian Spring Hill School

Policy Author / Reviewer	Val Clayden / Christine Sherman
Approval Date	2021-09-20
Next Review Date	2022-09
Version No	2
Policy Level	Local
Staff Groups Affected	All Staff

Contents

1. Monitoring & Review 2
2. Introduction 2
3. Objectives 3
4. The Assessment Process 3
    - Initial Assessment 3
    - Baseline Assessment 3
    - GL Standardised Testing - Baseline Data 3
    - Subject Assessment Trackers 4
    - BKSB Assessment (where appropriate) 4
    - External Set Assessments/Exams (where appropriate) 4
    - Quality of Life Assessment - Non-Academic Targets 5
5. Pupils' Contributions to the Assessment Process 5
6. Effective Assessment 5
    - Recording 5
    - Accountability 6
    - Reporting to Parents 6
    - Feedback to Pupils 6
7. Inclusion & Assessment for Learning 6
8. Appendix 1 - Flowchart of Assessment Period (Education) 7
9. Appendix 2 - Baseline and Ongoing Standardised Assessment at Cambian Spring Hill School 8
10. Appendix 3 - Standardised Assessment Timeline 2021/2022 9
11. Appendix 4 - iSTART Programme Overview 10
12. Appendix 5 – Assessment Processes, Practices, and Systems 11

© Cambian Autism Services 2021

1. Monitoring & Review

The Policy Author will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later one year from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Samantha Campbell

Principal

September 2021

2. Introduction

At Cambian Spring Hill School, we believe that effective assessment provides information to improve teaching and learning. To do this in our school we undertake three different but complementary types of assessment:

Assessment for Learning	• enables teachers to use information about students' knowledge, understanding and skills to inform their teaching • teachers provide feedback to students about their learning and how to improve
Assessment as Learning	• involves students in the learning process where they monitor their own progress, ask questions and practise skills • students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals
Assessment of Learning	• assists teachers to use evidence of student learning to assess student achievement against learning goals and standards

© Cambian Autism Services 2021

We give our students regular feedback on their learning so that they understand what it is they need to do better. This can involve oral feedback from the teacher or other adults in the classroom, written pointers to develop the piece of work or peer reviews. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

3. Objectives

The objectives of assessment in our school are:

- To enable our students to demonstrate what they know, understand and can do in their work;
- To help our students recognise the standards to aim for, and to understand what they need to do next to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide the Principal, Head of Education and governors with information that allows them to make judgements about the effectiveness of the school.

4. The Assessment Process

Initial Assessment

Prior to a place being offered at Cambian Spring Hill School a young person must meet the admissions criteria as set out in the admissions policy. In order to establish if the school can meet need, there are a robust set of steps that are followed (See appendix 1 for details).

Baseline Assessment

Upon placement at Cambian Spring Hill School, students are aligned to the iSTART Programme to undergo a range of baseline assessments over a 6-12-week period. This is to determine individual benchmarks for learning and personal development (See appendix 2).

All assessment results determine accurate starting points which can be cross referenced with the individuals Education, Health and Care plan and inform an individual's Education and Learning Plan (ELP) for their time at Cambian Spring Hill School.

The results of these assessments are used to inform the curriculum and timetable for the individual students and provides the basis of a cyclical process of setting, reviewing and evaluating targets and progress.

GL Standardised Testing - Baseline Data

Students follow an assessment timeline (see appendix 3) to complete GL assessments at an appropriate level throughout any academic year. The assessments include the following;

- Cognitive Abilities Test (CAT4)

© Cambian Autism Services 2021

- Pupils Attitudes to Self and School (PASS)
- Progress Test English (PTE)
- Progress Test Maths (PTM)
- Progress Test Science (PTS)
- New Group Reading Test (NGRT)
- New Group Spelling Test (NGST)
- Strengths and Difficulties Questionnaire
- As and When Screeners for Dyslexia and Dyscalculia

These assessments produce in-depth reports and are used to assist teachers to make targeted approaches to support the learning of any given student. Where appropriate, the results can also be used to identify trends or gaps across a cohort. All the above contribute to the annual review of the Education, Health and Care plan and PEPs. Further information on GL Assessments can be found in 'CSHS-GLA GL Assessments'.

Subject Assessment Trackers

Assessment against set criteria are completed on a termly basis and this is bespoke to the individual. The tracker provides teachers and learners with a record of achievement over the term and is used as a means to identifying future targets and ensure progress.

Individual trackers support teachers in identifying targets which feed into the annual review process and in turn, termly targets, which inform classroom planning. Where progress is below expected, teachers identify strategies for improvement and relevant interventions are implemented.

BKSB Assessment (where appropriate)

Not all young people will access BKSB assessments. Where GL assessments are not appropriate, KS3/4/5 pupils are baseline assessed in literacy and numeracy using BKSB. This provides teachers with summative information which is used to assist teachers in using BKSB to set goals and work at levels that are appropriate to the student's needs in preparation for examinations. A student will not progress to the next level until all areas are complete and learning is consolidated.

External Set Assessments/Exams (where appropriate)

Where students struggle to complete formal standardised assessments due to their complex needs, attainment in externally set examinations may form the basis of a baseline and used to ascertain progress and achievement throughout their school journey.

© Cambian Autism Services 2021

Quality of Life Assessment - Non-Academic Targets

Students complete a Quality of Life™ (QoL) questionnaire upon entry to school and every term from there-after. QoL is a framework which focuses on the broad dimensions of Independence, Social Participation and Well-being. The results demonstrate what, in terms of the student is having issues with and what in their life they would like to improve. This assessment provides valuable insight in to the key areas of personal development that an individual would like to focus on and allows the education and clinical team to target their support and learning opportunities to meet the needs of the student.

5. Pupils' Contributions to the Assessment Process

Pupils have their individual targets available to encourage ownership and promote progress. They are given regular feedback during lessons as to what they have achieved and what they need to do to continue to make progress.

The school has a feedback and marking policy to ensure consistency of approach. Bespoke work books in the core subjects support the implementation and consistency in application of marking and feedback policy.

6. Effective Assessment

To make our assessment effective we:

- Plan our lessons with clear learning objectives.
- Base these upon the teacher's detailed knowledge of each child.
- Strive to ensure that all tasks set are appropriate to each child's ability.
- Ensure our lesson plans make clear the expected outcomes for each lesson.
- Teachers will share the lesson's learning objective with the pupils as the lesson begins.
- Teachers ask well-phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.
- Teachers use a range of methods to establish prior knowledge at the start of the lesson
- Record what young people have achieved or not achieved and use this information to inform future planning.

Recording

- Pupils' achievements in relation to learning outcomes in lessons are recorded in work books and transferred to the subject tracker
- Pupil progress against set criteria appropriate to their individual starting points is recorded at the end of each term

© Cambian Autism Services 2021

- Targets set termly are assessed, these form the basis of the end of term reports
- Pupil reading, spelling and comprehension ages are assessed as per the assessment timeline
- Weekly and termly reports are sent home to parents and carers
- Annual Review Reports are completed and targets set against EHCP Objectives and all curriculum areas.
- PEP's are completed on a termly basis for some students.

Accountability

- Management oversight of assessment is robustly managed through accountability meetings. Half termly meetings are held with teaching staff to evaluate student progress and achievement.

Reporting to Parents

- Parents/carers are invited to attend Annual Reviews. They are given the opportunity to discuss progress and raise issues and also to meet the class teacher and other educational staff and see their child's work.
- Parents receive weekly progress reports and termly reports
- Parents receive an in-depth Annual Review Report.
- End of term Show Case events are held for parents/carers to meet education staff and see their child's books, pieces of work and participate in class activities. *NB: Show case events were postponed during the CV19 Pandemic from March '20 until July '21 inc.*

Feedback to Pupils

At Cambian Spring Hill School, we believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. This is key to the Marking and Feedback Policy.

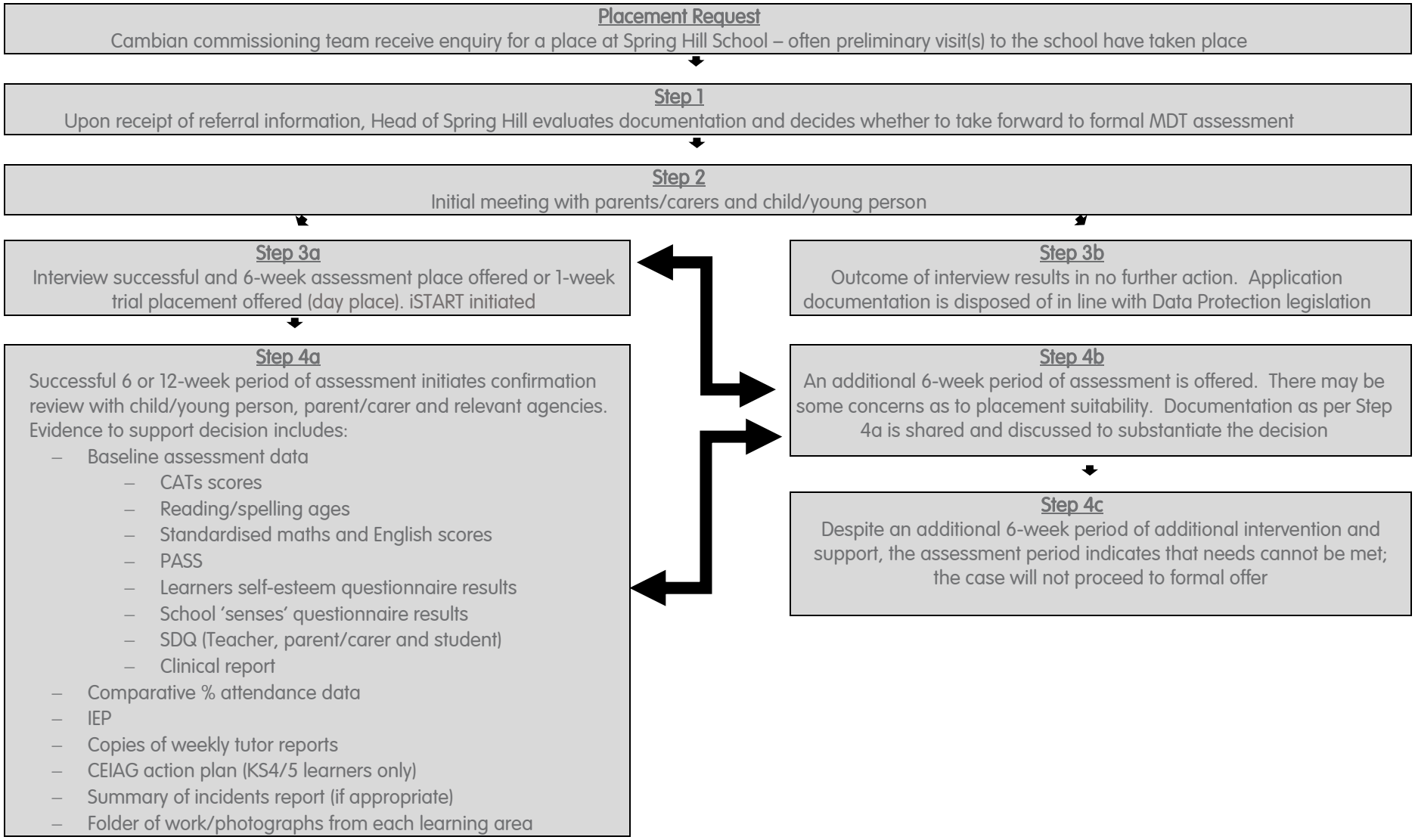
- We give learners verbal and written feedback on their work whenever possible. We usually do this when the students are working during the lesson. This confirms they are on the right track which encourages them to make improvements. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.
- Opportunities for learners to assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons.

7. Inclusion & Assessment for Learning

Our school is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

© Cambian Autism Services 2021

8. Appendix 1 - Flowchart of Assessment Period (Education)



© Cambian Autism Services 2021

9. Appendix 2 - Baseline and Ongoing Standardised Assessment at Cambian Spring Hill School

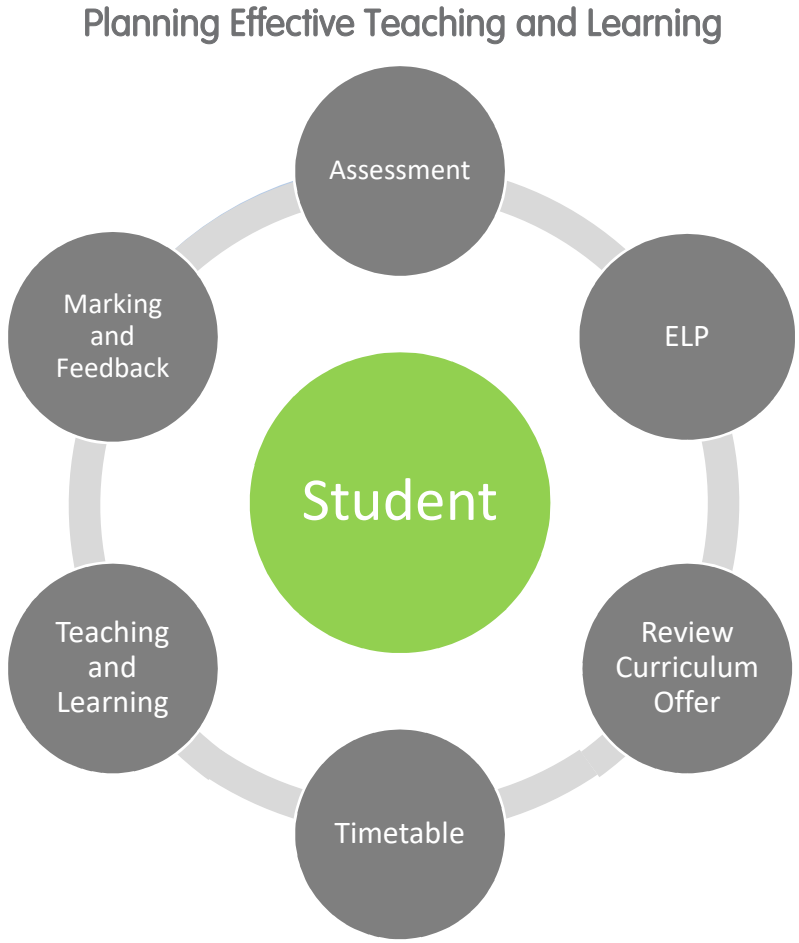
6- to 12-week period of assessment – **iSTART**

Baseline Assessments to establish individual starting points on entry

- Cognitive Abilities Test (CAT4)
- Pupils Attitudes to Self and School (PASS)
- Progress Test English (PTE)
- Progress Test Maths (PTM)
- Progress Test Science (PTS)
- New Group Reading Test (NGRT)
- New Group Spelling Test (NGST)
- Strengths and Difficulties Questionnaire
- As and When Screeners for Dyslexia and Dyscalculia
- Quality of Life Baseline questionnaire
- Independence Plus Baseline
- Clinical Services Assessments
- BKSB English Assessment (if appropriate)
- BKSB Maths Assessment (if appropriate)

Review curriculum offer and construct student timetable to meet individual need

Teacher and standardised assessments are completed throughout the academic year. This is a cycle of activities that ensure the needs of the students are continuously met.



© Cambian Autism Services 2021

10. Appendix 3 - Standardised Assessment Timeline 2021/2022

	Autumn Term				Spring Term				Summer Term		
Learners	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
GCSE Candidates	PASS CAT4 PTM	NGRT-Form A PTE PTS		PASS		NGRT-Form B	PTM PTE PTS		PTM PTE PTS		PASS
Formal Curriculum	PASS CAT4 PTM	NGRT-Form A PTE PTS		PASS		NGRT-Form B		PTM	PTE	PTS	PASS
Semi-Formal Curriculum/QoL	PASS CAT4	NGRT-Form A		PASS		NGRT-Form B		PTM	PTE	PTS	PASS
Post 16 (inc; A Level)	PASS CAT4	NGRT-Form A		PASS		NGRT-Form B					PASS

***Dyslexia and Dyscalculia Screeners as and when required. PHAB Assessments follow a bespoke timetable for individual learners.**

** Due to the complex needs of our students some may find it difficult to engage and access the assessments. Where a pupil has not engaged despite a range of implemented strategies, staff should still record this on the assessment tracker e.g. refused to engage, did not complete etc. and give reasons why.

NB: Standardised GL assessments and mocks will support accuracy of teacher assessments for Y11 outcomes, summer 2022 if no formal examinations take place due to COVID-19

Acronym	Meaning
CAT4	Cognitive Abilities Test
NGRT	New Group Reading Test
PTE	Progress Test English
PTM	Progress Test Maths
PTS	Progress Test Science
PASS	Pupils Attitudes to Self and School
SDQ	Strengths and Difficulties Questionnaire

© Cambian Autism Services 2021

11. Appendix 4 - iSTART Programme Overview

the iStart programme
Cambian Spring Hill School

iStart Programme	What is it?
induction **S**tudent **T**herapy	The iSTART Programme is a targeted induction programme for all our students at Cambian Spring Hill School (CSHS). Over a period of 6-12 weeks or less (depending on the individual), students will be supported by a specific team to allow them to settle, familiarise themselves with their environment and expectations, build relationships with key staff and undertake a range of academic and therapeutic assessments in order to prepare them for learning.
Assessment **R**eview	Placing the child's needs at the centre, we take this time to understand what is important to the them, their parents and/or carers and how we can improve their quality of life. We want to know what they are interested in, what they are motivated by, how they want to be supported and crucially what they want to learn!
Transition	We want to know if prior learning information is correct, if their EHCP targets are still appropriate and most importantly, if we can continue to meet their needs. A successful placement at CSHS requires a level of commitment from both the school and the individual and therefore is imperative that this process gives us the right information to achieve the best possible outcomes for that young person. The final aim of this process is to ensure a young person transitions in to the most appropriate class, receives the correct support, access an appropriate yet challenging curriculum and is given the opportunity to succeed and reach their potential!

© Cambian Autism Services 2021

12. Appendix 5 – Assessment Processes, Practices, and Systems

Gathering Data

Teachers use assessment measures to establish a baseline picture of student ability and need via iSTART. Education Learning Plans (ELP) are formed.	Assessment schedule (baseline/ongoing) iSTART/administration process Consistency in administration Consistent marking/levelling through moderation processes

Reporting and Sharing Evidence

Teachers and leaders analyse evidence (data, reports, books), to inform plans. Student need is captured; plans are revised. Parents/carers and stakeholders are alerted.	Process for teachers and students to discuss data and other evidence (e.g., observation, self-assessments) Develop strategy and review ELP's BPRIP's. Inform weekly reports

Target Setting

Teachers use formal assessment data and other evidence to set learning goals; these are shared with parents/carers via written reports	Individual goal setting e.g. student rewards Moderation via observation and audits Robust communication via fortnightly reporting and termly ROA reports

Gathering Evidence of Progress

Teacher and students gather on-going evidence (e.g. DIRT, bookwork, self-assessments) of progress in relation to their goals and EHCP targets	Process for collecting evidence (e.g., marking and feedback, half-termly data capture, anecdotal notes, recording evidence of learning) Accountability meetings

Making Judgements in Relation to Prior Attainment

Teachers use iSTART information to evidence to make an objective judgement about progess and achievement in relation to previous attainment and data.	Teacher led assessments GL Assessment data Qualitative and quantitative data Annual programme of assessments in place

Moderating

Auditing and observation processes ensure that teachers are making consistent judgements.	Moderation exercises Accountability meetings Networking and sharing best practice Attending awarding body meetings

Reporting and Setting New Goals

Teachers and clinicians report to parents on progress and achievement in relation to EHCP outomes and other agreed targets. ELP's are updated.	Reporting systems e.g. Annual Review, Accountability Meetings Input from Clinical team Additional testing e.g. Dyslexia STEP/Reflect

© Cambian Autism Services 2021

Policy Ref:
CSHS/GLA

Procedure for

GL Assessments

Cambian Spring Hill School

Policy Author / Reviewer	Valerie Clayden
Approval Date	2021-10-11
Next Review Date	2022-10
Version No	1
Policy Level	Local
Staff Groups Affected	All Staff

Contents

1. Monitoring & Review 2
2. CAT4 2
3. New Group Reading Test (NGRT) 2
4. PASS 3
5. Progress Test Series 3

© Cambian Autism Services 2021

1. Monitoring & Review

The Policy Author will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later one year from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Samantha Campbell

Principal

October 2021

2. CAT4

A child's verbal skills may be obvious in the classroom, but that's only part of the story. CAT4 reveals hidden potential by assessing the other main types of reasoning ability known to make a difference to learning and achievement, providing you with a rounded profile of the whole child.

Highlights:

- The UK's most widely-used test of reasoning abilities
- Standardised on 25,000 students with results verified each year, it enables you to accurately baseline your students against national benchmarks
- Includes reliable indicators for national tests and examinations including Key Stage 2 SATs, GCSEs and A levels, as well as indicators for different regions of the UK
- Measures verbal, non-verbal, quantitative and spatial reasoning

3. New Group Reading Test (NGRT)

A standardised, adaptive, termly assessment to measure reading skills against the national average. Use it to identify where intervention may be needed, and then to monitor impact and progress made.

© Cambian Autism Services 2021

Highlights:

- It's adaptive, responding to a pupil's ability as they complete the test so more able readers are challenged and weaker ones remain engaged
- Provides you with a Standard Age Score (SAS), a reading age, Key Stage 2 or GCSE indicators, and progress measures
- Includes practical guidance for next steps
- Standardised on over 11,700 pupils with its national benchmarks verified each year based on data from half a million pupils
- Widely used in Education Endowment Foundation (EEF) reading intervention projects

4. PASS

PASS takes the guesswork out of understanding why pupils may be reluctant, disengaged or even disruptive learners by sensitively exploring social and emotional wellbeing. It also provides interventions and guidance so you can start to address issues immediately.

Highlights:

- Schools consistently tell us that PASS identifies children they would never have suspected of being in need of extra pastoral support
- Takes just 20 minutes to administer
- Delivers easy-to-read traffic light reports flagging where action is recommended
- Includes 70 ready-made interventions, for whole school, class, group and individual level
- Almost two million PASS assessments have been completed over the last five years

5. Progress Test Series

Measuring attainment in English, maths and science, these assessments can be used at the start of the academic year for baselining, at the middle or end of the year to measure progress, and then year-on-year. Reports are set against national averages so you can reliably compare your results with those of schools across the country.

Highlights:

- Assesses pupils' knowledge, understanding and application in the core subjects
- Tracks progress at individual and cohort level
- Indicates possible gaps in learning
- Standardised on over 100,000 students, with benchmarks verified each year based on analysis of over half a million pupils

© Cambian Autism Services 2021

Students who have come through iStart will complete these tests before starting in their new class.

All other students will complete these tests every year following the assessment policy timeline.

At times due to various difficulties/circumstances/anxiety individuals may not complete every test but are given a number of opportunities if possible to show their ability. Paper tests are available if students do not use computers competently.

© Cambian Autism Services 2021