

Assessment Policy

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5 th October 2017
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1. 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

2. 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](#).

3. Principles of assessment

At the Woodlands Academy, continuous assessment forms an integral part of keeping individual learners as our core focus. This means that from the day we meet them to the day they leave our school; their learning will be completely personalised to their needs. We will endeavour to ensure learners make high levels of progress at each stage of their education in their academic attainment, emotional, functional and life skills progress. This information is displayed termly in a personalised learning intention map, PLIM. (Appendix 1)

Assessment in practice

We will assess pupils regularly, using a range of both statutory, formative and summative assessment. Which informs how the academy then plans approaches and strategies collaboratively with other agencies and families that will work best for them. During delivery of

sessions, we will monitor your child's progress. We aim to be systematic and comprehensive above all, we work with family and pupils to create the best education for them as an individual.

4. Assessment approaches

At The Woodlands Academy we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment where a pupil can access (Appendix 2 and 2.1) The information provided by these assessments is analysed by CASPA (Comparison and Analysis of Special Pupil Attainment)

4.1 In-school formative assessment

Formative Assessment: is assessment for learning and focuses on improving teaching and learning for all pupils. This is an ongoing process, it helps to form the story of why the practitioners have made judgments based against EHCP's and teacher assessments. This in turn helps to reflect personalised targets.

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve
- **Subject leaders** to track pupil progress and the impact of programs or approaches to learning. This in turn ensures that changes can be made to support or challenge pupils. Additionally if it is highlighted then changes can be made to teaching practice that improve teaching and learning.

4.2 In-school summative assessment

Summative Assessment: is the assessment of learning, focuses on the application of learnt skills measuring the learner's competency, and is carried out by staff teams tri-annually. The academy uses a range of assessment measures to assess progress including PIVATS for formal learners, Social Communication Emotional Regulation Transactional Supports (SCERTS) (see Appendix 3) and Mapping and Assessing Pupil Progress (MAPP) for semi-formal learners (see Appendix 4). This informs Education Health Care Plans (EHCP's) including phonics screening and teacher assessment (both statutory and non-statutory).

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts through termly assessment of pupil progress via CASPA and MAPP. This helps to ensure staff identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching, developing and refining where required.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period. It is used to provide feedback on how they can improve. This

feedback may vary depending upon a pupil's form of communication and level of comprehension.

- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period, through EHCP (Education Health Care Plans) and during parent and carer parent evenings.
- Summative assessment enables staff to gain an insight in to pupil learning over time and is used to inform target setting and identify a pupils learning behaviour in line with their need.
- The Academy holds standardisation meetings across the year including internal and external moderations whereby staff and leadership are able to validate their judgement and the different assessments used.

4.3 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)
- Nationally standardised summative assessments take the form of GCSEs (where a pupil is able to access through inclusion**) and vocational qualifications during KS3 and KS4 through Open Awards and ASDAN.

5. Collecting and using data

The academy follows an annual assessment cycle that aims to accurately assess monitor and track pupil progress without creating an unnecessary workload. All assessment is designed to improve both pupil progress and the effectiveness of the staff team in meeting the pupil's needs. Thus helping to provide a robust and accurate system for monitoring pupil progress and attainment. (see Appendix 5)

- Data is collected three times a year to ensure that pupil progress is timely and allow any intervention to take place. Additionally should a pupil exceed expectation the can be challenged further.
- The data collected is shared with staff via target setting and monitoring meetings. Subject progress and pupil performance is shared with subject leaders who are then able to ensure target provision is accurate.

- Pupils are made aware of their targets and progress via marking, TME 's (Target Monitoring and evaluation) communication strips and "shout out walls"
- Parents and carers are informed via parent's evenings, termly reports and annual reviews.
- Data is shared and communicated with all stakeholders (pupils, families, staff leadership and governors) through a range of mediums including: target monitoring and evaluation folders (TME) whole school assessment PIVATS and MAPP.

6. Reporting to parents

Reporting to parents and carers at the Woodlands Academy is achieved in a number of ways and is designed to be flexible to meet the needs of parents and carers.

- EHCP reviews are held annually and are multi-professional meetings where all parties involved in a pupil's education, health, family and social care, are invited and encouraged to contribute.
- The process highlights details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development. National benchmarking is achieved by the use of CASPA where a SEND pupil can be compared against a pupil with the same need, at the same age and gender.
- Termly reporting to parents and carers also ensures timely accurate feedback is shared this includes:
 - Comments on general progress The pupil's attendance record,;
 - Where attendance should be reported, it should include:
 - The results of any public examinations taken, by subject and grade
 - Details of any vocational qualifications or credits towards any such qualifications gained
- Parents and carers evenings are held across the academic year and give parents and carers the opportunity to discuss achievements and challenges with staff directly. In addition, the Academy offers a flexible informal drop in session for parents to share in the success of their pupils and class teams.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and consider this alongside the nature of pupils' learning difficulties.

8. Training

- The Academy ensures that staff have a good understanding of assessment and assessment practice. This is achieved through planned internal and external moderation meetings with other settings and bodies. Whereby good practice is shared and a consensus of good practice in assessment achieved. Please see assessment cycle.
- The Academies School development plan (SDP) and Self-Evaluation Form (SEF) also highlight the academies aims and areas for development. This incorporates the needs of staff development regarding changes to statutory assessment and the subsequent use of formative and summative assessment in making judgements regarding pupil progress and attainment.
- The senior leadership team are responsible for ensuring staff have access to continuing professional development opportunities on assessment, including but not limited to: formal training twilights, whole school Training and visits to and from outstanding settings.
- This helps to ensure that the staff team is well placed to stay abreast of good practice.
- With the above mechanisms and effective internal communication it is intended the staff are aware of changes to statutory assessment and best practice in assessment for those they teach and their areas of responsibility.

9. Roles and responsibilities

9.1 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

9.2 Headteacher

The headteacher 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

9.3 Teachers

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

10. Monitoring

This policy will be reviewed yearly or when changes are made to the Academies procedures (whichever maybe sooner) by Mark Oliver 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 and [Name/role of individual(s) is/are] responsible for ensuring that the policy is followed.

Mark Oliver (data and assessment lead) and Amanda Caton (Co-head) will monitor the effectiveness of assessment practices across the school, through:

Internal moderation of teaching staff, formal and informal lesson observations, external moderation. Subject leader's meetings whole school pupil progress meetings and multiagency meetings including EHCP's.

11. Links with other policies and statutory guidance:

This policy should be read in conjunction with the following school policies / guidelines:

Teaching and Learning Policy
English Policy
Mathematics Policy
ICT Policy
SEN Policy
Early Years Curriculum Policy

The following documents have informed this guidance:

Special Educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Rochford Review – Final Report

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/561411/Rochford_Review_Report_v5_PFDA.pdf

The Final Report of the Commission on Assessment without Levels.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483058/Commission_on_Assessment_Without_Levels_-_report.pdf

Appendices:
Appendix 1



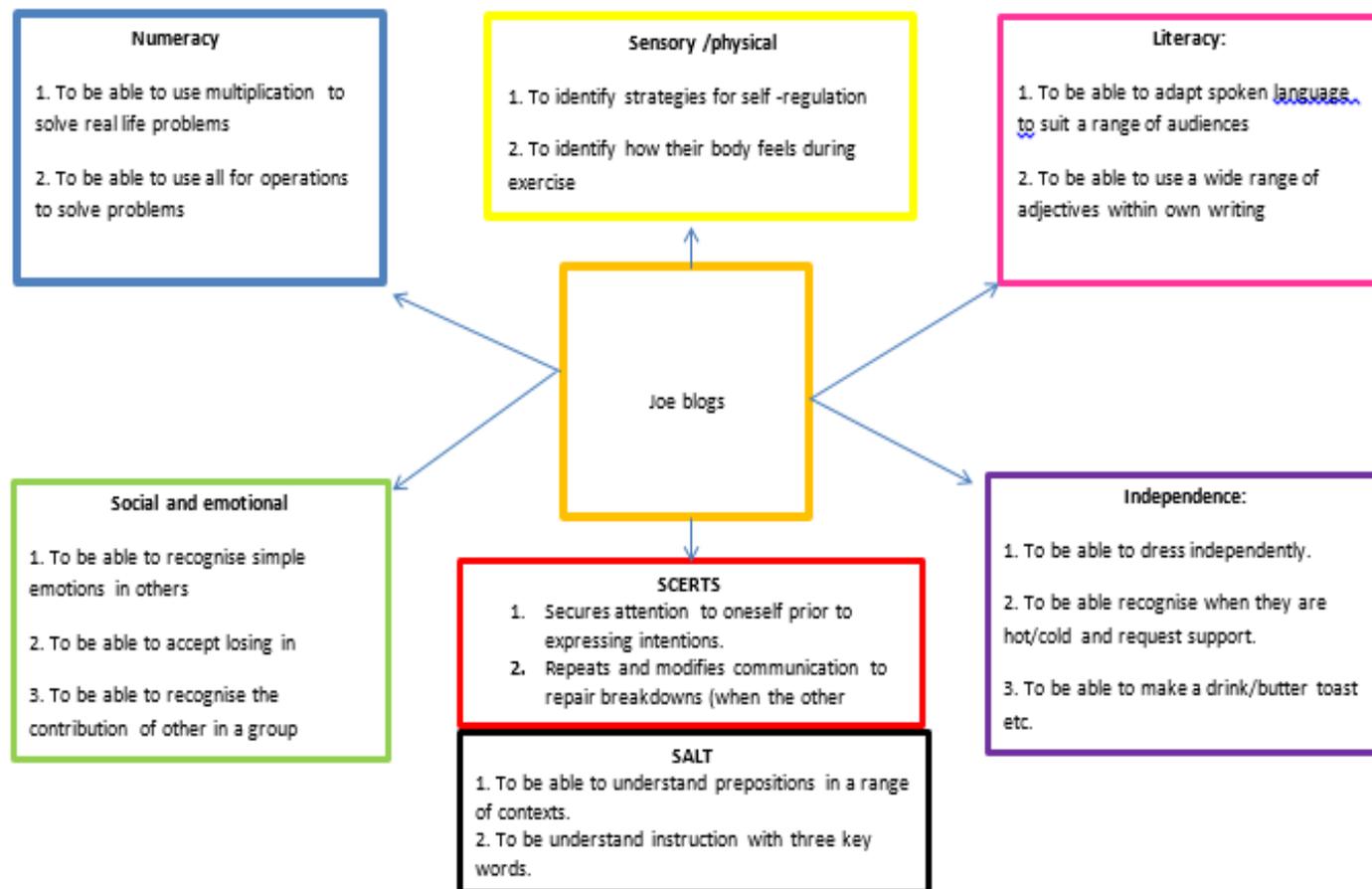
PLIM's: Personalised Learning Intention Map's

Pupil name: Joe Blogs

Class: 100

Teacher/key adult: Mr Jones

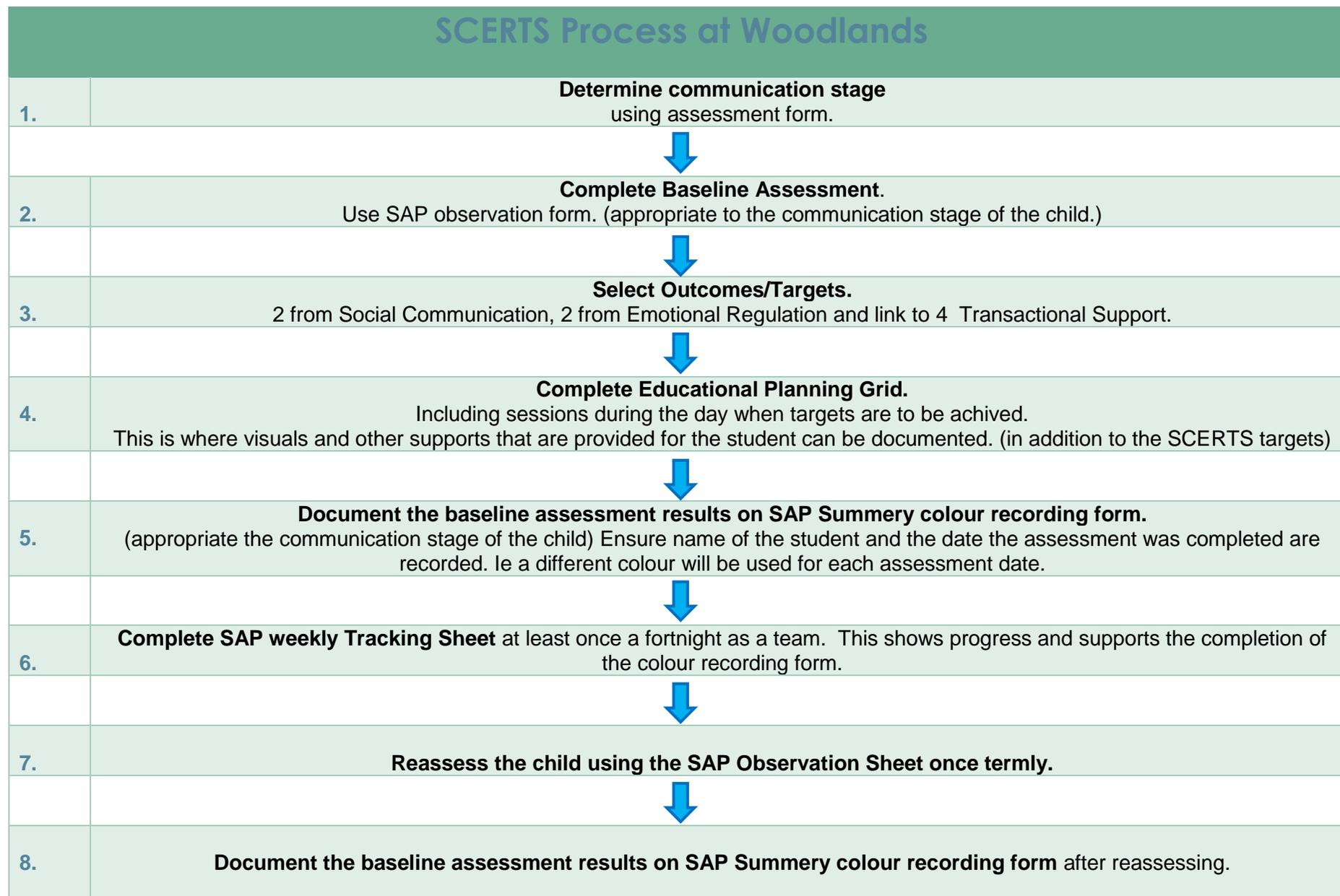
Term: summer 2017



Appendix 2.1

Key Stages	Semi-formal Curriculum Pathway	Expectations
EYFS	<ul style="list-style-type: none"> • EYFS Development matters • MAPP assessment for TME targets – creation of PLIM • P Scales • SCERTS • Sensory profiles 	<ul style="list-style-type: none"> • Annually (from baselines) submitted to AC/MO • TME termly via tapestry. Formal observations from Tapestry at least five per half term for semi-formal pupils linked to PLIM. • SCERTS assessments termly, new targets created. • In line with sensory plan.
All Key Stages	<ul style="list-style-type: none"> • EYFS Development matters (until end of year 1) • Statutory KS1/2 testing (phonics, reading) • SCERTS • MAPP assessment for pupils below P* < and PSED/SALT/Independence • ASDAN B/S/G and TI and OPEN AWARDS • P Scales • PIVATS 5/4 for pupils above L1 > 	<ul style="list-style-type: none"> • Annually (from baselines) submitted to AC/MO • Submitted to office, all test materials stored with AC. • SCERTS assessments termly, new targets created. • TME termly via Tapestry for P8 < (targets set termly) Tapestry at least five per half term for semi-formal pupils linked to PLIM. • Annual internal and external moderation. Assessed May/June. • Assessment three times a year (December, March and June) evidence collated in TME folder for All targets • SALT/PSED/Independence to be evidenced via Tapestry.

Key Stages	Formal Curriculum Pathway	Expectations
EYFS	<ul style="list-style-type: none"> • EYFS Development matters • MAPP assessment for TME targets – creation of PLIM • SCERTS • Sensory profiles 	<ul style="list-style-type: none"> • Annually (from baselines) submitted to AC/MO • TME termly via tapestry. Formal observations from Tapestry at least five per half term for semi-formal pupils linked to PLIM. • SCERTS assessments termly, new targets created. • In line with sensory plan.
All Key Stages	<ul style="list-style-type: none"> • EYFS Development matters (until end of year 1) • Statutory KS1/2 testing (phonics, reading) • SCERTS • PSED/SALT and Independence • ASDAN B/S/G and TI and OPEN AWARDS • PIVATS 5/4 for pupils above L1> 	<ul style="list-style-type: none"> • Annually (from baselines) submitted to AC/MO • Submitted to office, all test materials stored with AC. • SCERTS assessments termly, new targets created. • Annual internal and external moderation. Assessed May/June. • Tapestry at least five per half term for formal pupils linked to PLIM areas. • Assessment three times a year (December, March and June) evidence collated in TME folder for All targets • SALT/PSED/Independence to be evidenced via Tapestry.



Appendix 4

Name		Year Group	2
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Spoken word

Learning intention	uses vocalisation consistently to refer to an object , person or event										baseline	26/04/2017
											final assessment	00/00/00
Prompting	b	b	b	b							0.00%	
Fluency	b	b	b	b								0.00%
Maintenance	b	b	b	b	5							11.11%
Generalisation	b	b	b	b	5	6						22.22%
C.S.D. Scale	1	2	3	4	5	6	7	8	9	10		

Social communication

Learning intention	maintains a converstaion by listening to partner										baseline	26/04/2017
											final assessment	00/00/00
Prompting	b	b	3	4							22.22%	
Fluency	b	b	3	4								22.22%
Maintenance	b	b	b	4	5							22.22%
Generalisation	b	b	b	4	5							22.22%
C.S.D. Scale	1	2	3	4	5	6	7	8	9	10		

The Woodlands Academy Data and Assessment cycle

