Assessment, recording and reporting policy

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Assessment, Recording & Reporting Policy

Introduction

Assessment, recording and reporting of pupil progress are essential to ensure that all pupils make the best possible progress through studying an appropriately differentiated curriculum. Assessment, recording and reporting is central to informed curriculum planning for each pupil and to ensuring that teaching and learning approaches build on pupil's strengths and abilities and reduce any barriers to learning that they experience.

This policy accepts that Underley Garden must actively seek to meet all statutory obligations with regard to assessment, recording and reporting. In addition, a variety of additional tools are used to ensure that the needs of individual pupils are appropriately understood and planned for.

Available technology is used for assessment, monitoring, recording and reporting. This ensures that procedures are efficient, robust, flexible and powerful and allows data to be more easily accessed, stored, utilised, compared and transferred.

Various Underley Garden Subject Curriculum documents should be read in conjunction with this policy, as assessment, recording and reporting is integral to many facets of school life.

Assessing the new national curriculum

The school is committed to developing the new National Curriculum as its curriculum framework for all students, unless a modification is required by the Statement/ EHCP.

We are now also tracking students' progress using the new Rising Stars NC14 Progression Framework. This provides a breakdown of the new National Curriculum into smaller steps to show pupil progress. This will cover all subjects, and uses the 'beginning, developing, secure and exceeding' terminology to demonstrate 'depth and breadth' of knowledge and understanding. The Progression Framework also provides 'what to look for' guidance linked to the assessment criteria to support robust teacher assessment judgements, moderation and evidence gathering.

The prior attainment, abilities and needs of our students sometimes require us to bring together groups from different years and to find a best fit for their curriculum from across the new Programmes of Study. A 'levels/stages' approach to assessment at this early stage of new curriculum implementation ensures that we do not lose sight of progression as we put into place new long-term planning.

The Rising Stars NC14 Progression Framework model of progression offers, learners, parents, carers, school staff, Local Authorities and Acorn Governors a clear picture of the skills, knowledge and understanding that are essential for progress and development. Our stakeholders are keen to retain this picture as we transition fully onto the Rising Stars Framework.

We have found the 'Rising Stars' model of progression enables us to make sound "best fit" judgments, diagnose gaps and weaknesses and plan for activities that offer appropriate challenge in order to close the gap with peers in mainstream schools. Learners are motivated both by being able to see short but vital steps taken and understand what they need to do next and the significant long term progress they have made from their baseline.

Links to Curriculum Policy

While independent school standards do not require National Curriculum coverage, our school is committed to covering the New National Curriculum (incorporating recent statutory changes) and its programmes of study wherever possible. This commitment must however be consistent with any statement of SEN or Education Health Care Plan for any young person which may well prioritise particular subjects or key areas of learning.

As we begin to develop the new National Curriculum we face particular challenges:

1. Many of our students have missed significant amounts of their education and may well have missed important curriculum elements.
2. Our students often need to be grouped with reference to their needs, rather than on their chronological age.
3. For both these reasons we may need to select elements of the curriculum from more than one year's plan, and to find a 'best fit' for each student and for the group.

Areas of responsibility

Class teachers are responsible for:

- Assessing pupils and referring to assessments completed by therapists and psychologists
- Using these assessment results to set and review appropriate learning targets for the pupils in their class
- Maintaining the pupils Individual Education/ Learning Plans and Progress Files
- Coordinating the compilation of the termly report when requested
- Providing the relevant data to inform the annual review process/EHCP
- Leading termly Progress Meetings

Subject Leaders are responsible for:

- Monitoring and evaluating teaching, learning and assessment practices within their subject
- Attending where possible subject moderation meetings
- Monitoring and evaluating pupil progress and performance within the key stages
- Reviewing individual pupil progress files

The Assistant Head Teacher responsible for Curriculum and Assessment aims to ensure that the Assessment, Monitoring, Recording and Reporting policy is comprehensive, coherent, integrated and adhered to throughout the school.

Purpose
- To establish a coherent approach to assessment across Underley Garden.
- To provide clear guidelines on the school's approach to assessment.
- To provide a system which is clear to students, staff and stake holders.

Aims
- To establish (baseline) young people's knowledge, skills and understanding upon intake, including strengths and areas of difficulty
- To inform teacher's planning and teaching approaches to ensure that the needs of individual pupils are met
- To regularly monitor the knowledge skills and understanding of individual pupils

- To implement effective systems for recording assessment data
- To appropriately report achievement and progress to pupils, parents/carers and local authority officers
- To evaluate performance against individual, cohort and whole school targets.
- To use the schools intervention approach to determine need and level of intervention

How Assessment, Recording and Reporting works at UGS

Throughout a young person's journey at UGS they will experience Formative, Summative and Diagnostic assessment *(see appendix 1 for further assessment styles information)*. These ongoing assessments will be influenced by:

- Policy
- Individual need
- Joint working with Local Authorities and parents

The common 'Formal' assessment tools used are:

Assessment tool	Outcome
• Classroom Monitor teacher assessment	✓ Subject National Curriculum and P levels
• Suffolk Single word spelling Assessment	✓ Spelling Age
• Neale Reading Analysis	✓ Reading & Comprehension Age
• Weschler Abbreviated Scale of Intelligence (WASI)	✓ Standardised psychometric test of intelligence: Verbal IQ/Performance IQ/ FullScale IQ
• British Ability Scales II (BASII)	✓ Standardised psychometric test of intelligence: Verbal IQ/Performance IQ/ FullScale IQ ✓ Word Reading age and percentile Spelling Age and percentile

Continuum of Skill Development (CSD) - assesses the development of four aspects of a skill or acquired knowledge. The four aspects are: prompting (increasing independence), fluency (combining speed and accuracy), maintenance (becoming more consistent over time), generalisation (performing in different settings with different people).

Where required additional assessment tools may be utilised, especially by UGS therapy professionals and these may link to specific intervention programmes with their own additional assessment.

Marking and Feedback

Marking and Feedback are an essential part of the teaching and learning process. When used effectively marking and feedback can help young people become better learners by giving a clear picture of what they have done and what they need to develop, through the suggestion of individual strategies for improvement. An opportunity is also provided for recognition and praise for achievement. It is important that there is a consistent approach across the school and the pupils are given the opportunity to respond to the feedback given.

Monitoring and Evaluation

There is a termly Assessment, Recording and Reporting cycle. Within this cycle the following monitoring and evaluation occurs –

- Termly review of planning Files including assessment activities by SLT.
- Lesson Observations.
- Examples of levelled work added to young people's progress files are viewed by SLT
- Teachers collate national examples of exemplar material to help them make accurate judgements
- Analysis of young person achievement by Head of School/Assessment Leader before progress meetings and annual reviews.
- End of term subject reports and assessment data checked by Form Tutor and Head of School.
- Assessment data included in annual review checked by Form Tutor and Head of School.

<u>**Monitoring and Evaluation Cycle**</u>

KS1,2 & 3	KS4	Post 16
Termly Planning	Termly Planning	Planning – Share and Standardise
Internal Verification	Internal Verification	Internal Verification
Content Delivery	Content Delivery	Content Delivery
Assessment in line with Classroom Monitor targets or if appropriate MAPP* learning intentions	Assessment in line with Classroom Monitor targets **or if appropriate MAPP* learning intentions**	Assessment in line with Open Awards Criteria or if appropriate MAPP* learning intentions
Standardise Using PL & NC descriptors	Standardise Using AQA/Edexcel/WJEC Entry/GCSE criteria	Standardise Using Open Awards Criteria
Internal Verification		Internal Verification
	External Verification	External Verification of whole process

* MAPP - see Appendix Four.

Monitoring and evaluation in terms of external verification of assessment activities also occurs through the accreditation systems set out by Awarding bodies including Open Awards, ABC Awards,WJEC, AQA.

(See appendix 3 for specific Assessment, Recoding & Reporting cycle with responsibility identified).

Appendices

Appendix 1:
Introduction to assessment

There are two parts to assessment:
- *Assessment OF Learning* which is used to make judgments about attainment, it finds out what the students know.
- *Assessment FOR Learning* finds out what the students know/rate of progress and uses this to inform planning of their 'next steps'.

Styles of Assessment:
- A *formal assessment* is based on the results of standardized tests or other exams/tests that are administered often under regulated or controlled test-taking conditions. In the process of a formal assessment, data is collected on student performance on the test or tests to determine the level of academic achievement or various other characteristics under analysis.
- An *informal assessment* is a method of measuring an individual's performance by casually watching their behavior or using other informal techniques ie questioning during starter and plenary activities. Informal assessments are different from formal assessments such as standardized tests or graded formal presentations because the graded individual is less aware of the assessment in progress.

Types of assessment
- *Summative* is Assessment OF Learning, and tends to use *Formal* assessment methods. It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning.

Examples
- External Examinations
- Internal School/College Examinations
- End of Topic/Unit Tests or tasks
- End of Term Teacher assessments

- *Formative* is Assessment FOR Learning and is ongoing, providing evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Examples
- Class work
- Home work
- Questioning
- Oral Discussion
- Presentation
- Short Recall Test
- Practical Project
- Research

- DIAGNOSTIC is both Assessment FOR Learning & Assessment OF Learning and is a *Formal* assessment method. These can be one off tests or can be used as a Summative form of assessment. They identify areas of need for specific intervention.

Examples
- Spelling accuracy test
- Reading & Comprehension tests
- Specific therapeutic assessments administered by Educational Psychologist, SALT, OT etc

- SELF ASSESSMENT is Assessment FOR Learning. It encourages pupils to take responsibility for their own learning by: Evaluating their own achievement against shared learning outcomes;

Identifying their own strengths and areas for improvement; Encouraging individual learning goals and action plans for future progression; Fostering a self reflective learning culture; Encouraging independence in learning

Examples

- Lesson Plenary sessions
- Progress File
- Progress Meetings

This policy will be reviewed annually

Appendix 2:
UGS Assessment, Recording & Reporting cycle

Overview
UGS Assessment, Recording & Reporting takes the following form for young people regardless of their position on the Waves Intervention:

Upon entry – within first 8 weeks
- Reading accuracy & comprehension testing
- Spelling accuracy testing
- Diagnostic Psychometric & Standardised Literacy & Numeracy assessment
- Speech & Language assessment & advice
- Occupational Therapy assessment & advice
- Base lining of Knowledge against National Curriculum & P levels using Classroom Monitor
- Setting of National Curriculum & P level targets for End of Term & Key Stage
- Setting of IEP targets
- Initial/Intake Review Meeting

Daily
- Reviewing of progress in lessons against personalised session objectives through questioning and observing
- Marking, photographing & videoing of work/outcomes
- Aural feedback to students

Termly
- Reviewing & resetting of IEPs
- Accreditation through Open Awards Diploma, Award & Certificate units at Entry Level 1 & 3 and Levels 1 and 2
- Progress Meetings during which general progress is reviewed
- Maintaining & updating Student Progress Files (Formerly 'National Record of Achievement')

End of each term
- National Curriculum progress using Classroom Monitor
- Target setting & recording of NC Levels
- Term Report to young people, parents & Referring Authority

Twice Annually
- Reading accuracy & comprehension testing
- Spelling accuracy testing

Annually
- Statutory Annual Review Meetings
- Accreditation through GSCE's, Entry Level Qualifications & Open Awards Certificates and Diplomas
- Analysis of Accreditation results against Key Stage targets

Approximate timings over a 14 week term	Week 1	Week 2	Week 3	Week 4/5/6/7/8	Week 10	Week 11	Week 12	Week 13/14
Subject	Target Setting Day: Subject Teacher meets with young people re Subject Targets Form Tutor meets YP re ILP targets				Target setting meeting: Review and evidence. New targets set		School Report deadline	Report meeting with young people and parent: Feedback on progress with Progress file to support. Share new subject targets
Young People		Progress Meeting: Review of Progress file & ILP (This is also facilitated before S.A.R for each young person)				Progress Meeting: Review of Progress file & ILP		
Form Tutor	Form Tutor to set new ILP				Monitor quality of subject reports			
Monitoring & evaluation	Planning File Review: Verification of planning and Assessment activities	Analysis of Young People Achievement by Head of School	Lesson Observations		Lesson Observations	Analysis of Young People Achievement by Head of School	End of term reports checked by Head of School	

Assessment - (Ongoing Formative & Summative Assessment Throughout Term)					Standardisation Meetings	Assessment results added to school database		

Termly Assessment, Recording & Reporting cycle

Appendix 3:
Mapping and Assessing Personal Progress (MAPP)

MAPP is a suite of materials developed by The Dales School (a special school for children with severe and complex learning needs) to facilitate the planning, assessment and recording of progress in relation to personal learning intentions.

The materials are divided into two main sections. The first focuses on setting learning intentions (medium term targets) whilst the second focuses on assessment

MAPP is different to most commonly used approaches to planning and assessment. These tend to use a 'checklist' approach in which learning intentions are set out in a linear hierarchy, which has a fixed starting-point and fixed end-point and which travels vertically through a series of steps from one to the other. The MAPP approach resembles a 'map', it is possible to adopt different points of departure and to aim for different destinations. Planning involves taking a broad overview of the situation and developing a good understanding of the learner, essentially understanding their strengths, needs and their aspirations.

At the broadest level MAPP is made up of three main cross-curricular areas - communication, thinking skills and personal and social development. Each of these is subdivided into strands which are then further subdivided to provide a sharper focus on the needs of individual learners. This enables key priorities to be identified and personalised learning intentions (which resemble medium term outcomes) to be formulated. The identification of priority areas and learning intentions is informed by accurate assessment of prior learning (including attainment and achievement), and by consideration of the learner's strengths, needs and aspirations.

The Continuum of Skill Development (CSD) is used to assess progress against learning intentions. The CSD facilitates the recording of lateral progression and allows qualitative data to be represented both graphically and numerically. The CSD is composed of a set of descriptors and a numerical rating scale. Measurable data can be produced and represented graphically. This gives a clear and detailed view of progress and this is used in setting new learning intentions or adjusting existing ones.

The CSD assesses the development of four aspects of a skill on a four-point scale. The four aspects are: prompting, fluency, maintenance and generalisation:
- Prompting is about increasing independence.
- Fluency is about combining speed and accuracy.
- Maintenance is about becoming more consistent over time.
- Generalisation is about performing in different settings with different people.

MAPP is a person-centred, needs-led approach rather than a subject-based content-driven approach. The overall design addresses some key issues relating to appropriate learning approaches for young people with severe and profound learning difficulties:

- It recognises and tracks lateral progression - the development of the *same* skill or set of skills over time rather than the acquisition of new skills. It shows progress as young people work towards the acquisition of a skill, gradually gaining competence, rather than simply checking off when a skill has been achieved.

- It recognises and tracks learning of skills that are not susceptible to task analysis (e.g. sharing attention to task, showing consideration for others, the refinement of motor skills such as hitting a switch or forming a Makaton sign). All of these things can be developed through the use of resources, experiences and responsive teaching strategies but not through the chunking and chaining of a target.

- It acknowledges the differing strengths and needs of individuals and recognises the fact that some may need to spend far more time than others in a given area of learning and that for some individuals certain skills may remain always inaccessible and therefore need to be bypassed or replaced.

- A learning intention is defined not by referring to the next unchecked item on a list but because it relates to an important, relevant and realistic skill for that individual learner at that time.

- It enables teachers to focus on those things that will have an impact on young people's lives. Personalisation involves stripping away the less important areas of learning and focusing on the more important ones. This is critical to making the best of what is limited time in school.

There is more information on The Dales School website: www.thedalesschool.org