



# **Greenvale School Assessment Policy**

**Signed: June 2020  
Next Review date: June 2021**

## **Context**

This document is a statement of the aims, objectives and strategies for Assessment at Greenvale School. This policy is for staff, parents/carers, governors and interested visitors.

Greenvale School offers a broad and balanced curriculum that provides the most appropriate learning opportunities and outcomes for each student. All of the students have an Education Health Care Plan or are on an assessment placement.

## **Aims**

In our school, we believe that:

- assessment practice should contribute to the raised achievement and self-esteem of all our students
- assessment should be purposeful and useful, and support teachers in focusing on the next steps in learning
- the achievements and progress of each student should be celebrated, recorded and shared
- students should play a key role in evaluating their own achievements and progress where appropriate
- student assessments should inform planning and teaching
- assessment procedures should be acceptable, clearly understood and followed, and be meaningful to students, teachers and parents/carers
- whole school evaluation of attainment and progress should be used to evaluate the effectiveness of teaching and learning for all students

## **Objectives**

These aims will be achieved through:

- the development of ongoing assessment practice in the classroom between teachers and students
- teachers' periodic assessments of students' progress and achievement including an achievement week every half term.
- the Annual Review process and the monitoring of progress towards IEPs targets
- teachers evaluating students' progress, agreeing levels of attainment and deciding on ways forward
- strategic planning, informed by assessment outcomes, to improve resourcing, curriculum and professional development.

## **Assessment at Greenvale**

There are a variety of assessment strategies and tools used at Greenvale including formative and summative assessment. The progress of our students

both in terms of their academic learning and personal development are captured and monitored in a variety of ways.

Academic	Personal and social development
SOLAR Engagement model P Levels GV levels Functional Skills levels IEPs ILP End of year reports LSB and iBase targets ASDAN Transition Challenge Intro and Progression ASDAN Transition Challenge Sensory AQA Unit Awards ASDAN PSD OCR Functional Skills	SOLAR Attendance Incident forms and Positive Behaviour Progress (CPOMs) ABC charts Behaviour Support Plans and Interventions IEPs ILP End of year reports Therapy assessments - physio/SaLT/OT Boxall Profile and SDQ assessments SCERTS Enrichment LSB and iBase targets

### **Students not engaged in subject specific learning KS3 and KS4**

Students on the Grove Pathway, and students not engaged in subject specific learning on the Glade Pathway, learn through different activities and experiences in all subject areas, generally through a sensory approach. Students will not be given a level or grade. They will develop skills and be assessed in the 5 areas of engagement:

#### **Exploration**

This shows whether a pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it. Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments; for example, a different time of day, a different place or with different people. Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.

#### **Realisation**

This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'. Realisation becomes more established when the pupil uses the newly developed skills or knowledge in new ways and in different contexts or environments. This is important as it can keep the pupil excited in their education and prevents an activity from becoming routine.

**Anticipation**

This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see). Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced. Anticipation is important in measuring the pupil's understanding of cause and effect; for example, if they do this, then something will happen. This prepares the brain and helps with the pupil's memory and sequencing.

**Persistence**

This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it. Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture and hand movement. Persistence is important so that the pupil maintains an activity long enough to develop, reinforce, and apply their skills or knowledge so they can achieve their desired outcome.

**Initiation**

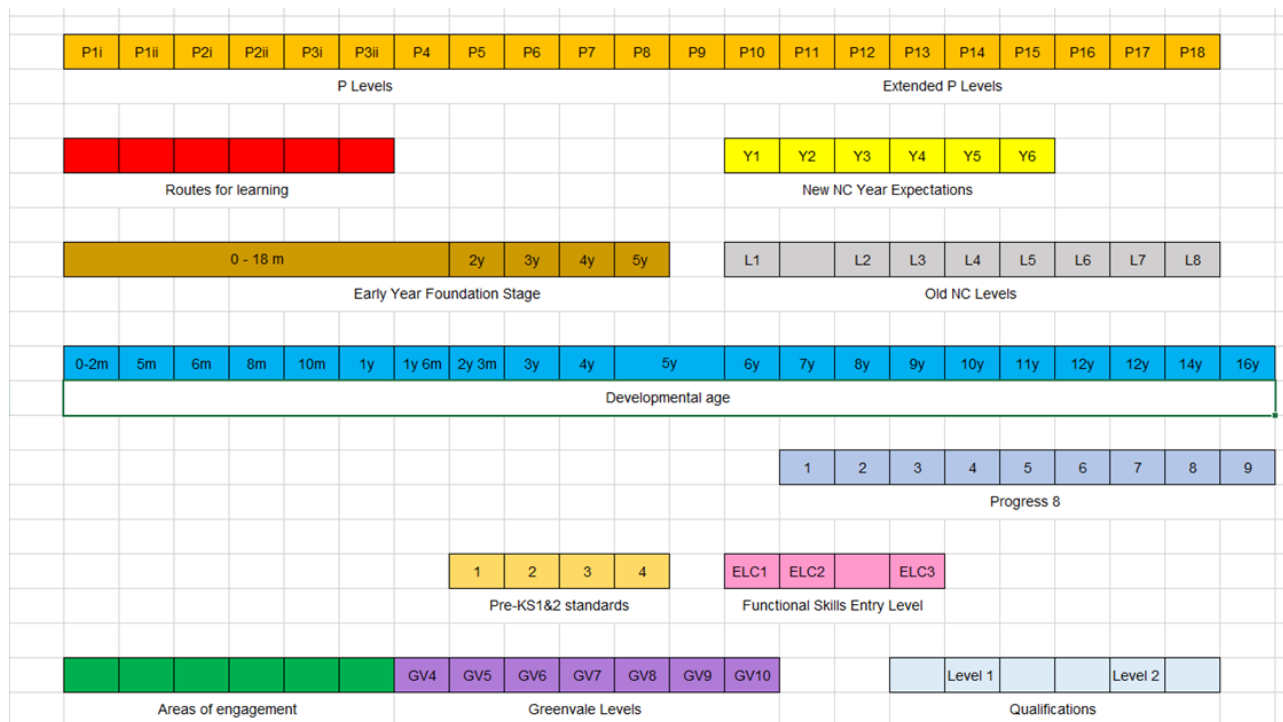
This shows how much, and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome. The pupil will act spontaneously and independently during a familiar activity without waiting for direction. Initiation becomes more established when the pupil shows they understand how to create an impact on their environment in order to achieve a desired outcome. Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progress

Assessment overview by pathway

**Students engaged in subject specific learning**

Students on the Forest and Woodland Pathway, and students engaged in subject specific learning on the Glade Pathway, are assessed using GV Levels, P levels, and /or Functional Skill Entry Levels.

New Greenvale Levels (GV) have been created in English and Maths following the recommendations from the Rochford Review (2016) of the removal of P Levels as statutory requirement for the assessment of students working below the standard of national curriculum tests. The GV Levels have been designed to assess the development of students' skills, bridge the gap between P8 and Entry Level, and include functional age-appropriate English and Maths life skills. Greenvale School also uses Functional Skills levels for any students working above GV levels. GV levels in English and Maths have been used to assess subject specific learning since September 2020.



Greenvale Levels for foundation subjects will be used from September 2020 in Music, Art, PE, Computing, History and Geography. GV levels for DT, PSHE, Science and RE will be written in 2020-2021, and will be used from Sept 2021.

### Baseline Assessment

Baseline assessments take place for all new students within their first term at Greenvale, including both academic subjects and other areas such as independence in the dining hall. Academic assessments are moderated internally, and the complete baseline report is sent home to parents/carers. The assessment is conducted through a combination of observation and working with the student. The following information will also be taken into account:

- EHCP and previous Annual Review
- end of year report
- handover sheets from previous school
- discussion with staff from previous school
- annotated work samples or other evidence
- previous assessments by other professionals
- previous statutory assessment (e.g. SATS)

### On-going progress

On-going formative assessments are completed in a variety of ways including class discussions, observation notes, annotated lesson plans, verbal and written feedback (see feedback guidance) etc. Students summative progress against GV levels and P Levels is recorded termly by teaching staff. LSB and

iBase progress is completed summative at the end of a term or an intervention.

### **Assessment systems – SOLAR**

Special On-Line Assessment Records (SOLAR) is used as the main platform to capture summative progress through photographic and written evidence.

Recording includes:

- GV levels in English and Maths
- GV levels/P Levels in Foundation subjects
- Enrichment, LSB and iBase progress
- IEP and ILP progress
- KS5 accreditation
- KS4 ASDAN
- KS5 recording platforms

SOLAR is monitored each term by the Senior Leadership Team (SLT).

### **Target setting in English and Maths KS3 and KS4**

#### **Key Stage 3 (KS3)**

Once baseline assessments have been completed for Year 7 students an end of Key Stage target is set in English and Maths by the Assessment Co-ordinator.

#### **Key Stage 4 (KS4)**

All students in KS4 are set an end of Key Stage target by the end of September in Y10, based on current achievement and prior progress in English and Maths by the Assessment Co-ordinator.

Students on the Grove pathway make progress within the 5 areas of engagement, which is captured through photographic and written evidence of what the students have achieved. Students on the Glade and Forest pathway typically make progress within a GV level across the year. Students on the Woodland pathway typically make progress within an Entry Level across the year. For any student that has achieved their target earlier, a new target is set, based on prior attainment.

*See expected progress for GV levels document 2019 for further information.*

### **Data analysis and progress reviews**

A termly report on progress of all academic subjects is produced and discussed with the class teacher. Data is also shared with subject co-ordinators. Maths and English progress is reviewed as whole school termly, and a more detailed annual progress report is also produced. Progress made over a period of time can easily be seen, and different diversity groups can also be analysed e.g. FSM, gender, ASD etc.

Progress reviews by the Key Stage Co-ordinators are held every term, with information cascaded to teachers via Key Stage meetings. Data is used from

SOLAR (Maths and English progress), IEP achievement, attendance, and number of incidents (behaviour) to identify those students causing concern who are not on track to meet their targets. Action plans and interventions are then put into place, with the focus being within the classroom.

### **Evidence of Work and Moderation**

The main purposes of samples of work are:

- To assist in formally assessing students.
- To use for moderation purposes to ensuring assessments given by staff are accurate.
- To provide work for students' progress files to show progression.

### **Evidence of work**

Teachers produce evidence of work within the new SOLAR recording programme. Progress files can be viewed easily, containing information on context of the lesson, a description of what the student did, and in most cases a piece of work or photograph.

- One piece of evidence is used to support baseline assessments in all subjects.
- Three pieces of work on SOLAR are used to complete each part of the GV Level or FS level in English and Maths.

In KS5 accredited coursework provides evidence of progress and forms part of the students' leaver folders.

### **Moderation meetings**

The moderation of students' work plays a key role in developing the accuracy of teacher assessments. Moderation takes place during staff meetings. Staff moderate work using planning and assessment (e.g. SOLAR) as well as evidence of work to support the level given.

<b>Autumn A</b>	<b>Autumn B</b>	<b>Spring A</b>	<b>Spring B</b>	<b>Summer A</b>	<b>Summer B</b>
Number	ICT	Space Shape & Measure	MFL	Using & Applying	Music
Writing	Science	Reading	PSHE	Data Handling	Art
	PE		History	Speaking & Listening	RE
	DT		Geography		

### **External moderation**

Lewisham Special Schools' Network (LSSN) was first established in 2013 consisting of 4 Special Schools' in Lewisham – Greenvale, Brent Knoll, Watergate and Drumbeat. The network has evolved and is now joined by New Woodlands Special School and resource bases in the borough. Schools' work

together to support school priorities and share good practice. The Special Schools' Senior Leaders' Forum takes place each term, and moderation meetings occur every half term hosted in turn by each of the special schools. During the moderation meetings, set tasks are usually written by the host school for all schools to complete and then moderate together, for a range of levels.

## **EHCPs, Annual Reviews, IEPs, and ILPs**

### **Education and Health Care plans**

All students at Greenvale have an Education and Health Care plan (EHCP), or are on an assessment place.

### **Annual Reviews**

As set out in the SEND Code of Practice, an Annual Review meeting takes place for every student each year. Using information in the EHCP relating to education, new long term EHCP outcomes are set at the beginning of each key stage. New short term outcomes (annual targets) are set and then reviewed each year. In KS3 and KS4, these targets are set as part of the end of year report, and in KS5, targets are written at the beginning of the academic year linked to accredited courses. The Annual Targets form the basis for the termly Individual Education Plan (IEP) in KS3 and KS4, and termly Individual Learning Plans (ILPs) in KS5.

### **Summer Term (June/July)**

- All class teachers complete end of year reports which include progress on short term (yearly) EHCP targets.
- Class teachers write 4-5 new short term (yearly) targets (which are then broken down in termly IEPs/ILPs).
- The new short term targets are written in the following areas:
  - Cognition and learning - English
  - Cognition and learning - Maths
  - Communication and interaction
  - Sensory and/or physical (only if applicable)
  - Social, emotional and mental health development
  - Preparing for adulthood: Community, Friends and Family / Independence / Education & Employment (from Year 9)
- Class teachers support students to complete student voice for review.
- MDT complete end of year reports and/or update guidance and therapy profiles/programmes for students on their caseload.
- For any students in a new key stage, the key stage coordinator will facilitate creating new long term targets (2-3 years) based on outcomes linked to Preparation for Adulthood.

### **Autumn Term**

- Reviews are scheduled from the end of Sept, and are chaired by any of the 4 Key Stage coordinators or Deputy head.
- Class teachers are not expected to attend
- Transition years are prioritised e.g. Y14, Y12, Y11, Y9, and then Y13, Y10, and Y8.



- MDT are sent the dates in advance, but unless there is a specific reason they do not attend.

### **Spring Term**

- All Y7 EHCP reviews are held in the first half of the Spring time, to allow class teachers to complete baseline assessments in the Autumn Term.

### **Other information**

- When reviews will go over a year, parents/carers are given the option of 2 reviews, or extending beyond the year, and SEN is informed.
- Reviews are scheduled by the office staff, and paperwork sent home at least 2 weeks before, and sent home 2 weeks afterwards (excluding holidays).
- Where possible, reviews will go ahead with parents/carers, and key stage coordinators will re-arrange if needed.
- If parents request, the review will go ahead without them, however a telephone call will be made to seek their views.
- Any follow up actions from MDT are requested via from key stage coordinator chairing the review

It is a statutory requirement that the completed Annual Review reports are to be sent home to parents/carers at least 2 weeks before the meeting is due to be held. Where a new student enters Greenvale on an assessment placement an Annual Review is not legally required until there is a finalised EHCP in place. However, as part of our good practice an Annual Review form may be completed and a meeting set after the student has been at Greenvale for 2 terms.

### **IEPs and ILPs**

IEPs, comprising of 4 (or 5 from Year 9) objectives for each student in KS3 and KS4 which break down the short term outcome (annual target), are written on a termly basis and sent home to parents/carers. In KS5 students have 5 ILP targets. IEP/ILP targets should be SMART (Specific, Measurable, Achievable, Realistic and Timeset) and clearly written using parent friendly language. At the end of every term, an evaluation of progress towards these targets is completed and sent home to parents/carers.

### **Accredited courses**

#### **KS4**

In KS4 all students work towards an accredited course - ASDAN (Award Scheme Development and Accreditation Network) Transition Challenge Intro and Progression or ASDAN Transition Challenge Sensory. These courses are accessible to all students, and are differentiated appropriately by teachers.

#### **KS5**

Students working towards Functional Skills (generally those at GV10 and above) in Maths and English will have their progress recorded on SOLAR. Students working below GV10 will gain accreditation through AQA unit

awards or OCR units. Students working above GV8 follow units in ASDAN Personal and Social Development Entry 1-3.

### **Arts Award**

Students across all pathways can complete an Arts Award Qualification, as part of an arts enrichment project. There are 4 levels – Discover, Explore, Bronze and Silver.

### **Assessment carried out by other Professionals**

When necessary other professionals will be involved in assessing students. These include:

- Speech therapist
- Physiotherapist
- Occupational Therapist
- Music therapist
- Doctor/consultant
- Educational Psychologist
- CaMHs

### **Equal Opportunities**

Within the Assessment procedures of students this includes a commitment to:

- promoting equal opportunities and positive race relations, avoiding and actively tackling discrimination against anyone for reasons of gender, sexual orientation, disability, race, colour, nationality or ethnic origins
- valuing different cultural traditions and ensure that assessment opportunities make it meaningful to students
- challenging stereotypes and giving students the understanding they need to recognise and reject all forms of prejudice and discrimination
- using assessment and resources that take account of students' cultural backgrounds, language needs and different learning styles;
- all students having full access to all elements of the assessment procedures.
- encouraging, supporting and helping all students to reach their potential.

### **Assessment in Relation to Curriculum Planning**

Assessment is an integral part of the planning process. Teachers' curriculum planning will be informed by:

- the transfer of information from previous teachers/schools
- initial assessments at the start of a module of work
- evaluation of the weekly planning framework
- on-going observation, marking and student self-assessment

- small steps progress
- formative and summative assessment strategies
- observing students

All teachers assess students' knowledge, understanding and skills through asking questions, listening to students, observing them in practical tasks, allowing time for reflection and talking to them about their learning and progress.

### **Statutory Assessment Requirements and reporting**

The Assessment Co-ordinator ensures that statutory requirements in assessment are being met. Following the withdrawal of NC levels in September 2013, it is no longer statutory to report levels to parents or the DfE. The Assessment and Reporting at Greenvale includes:

#### Key Stage 3:

- A report is made to parents/carers each year through the students' end of year report which includes a working within level for all subjects (for students engaged in subject specific learning).

#### Key Stage 4:

- Assessment takes place according to external accreditation requirements.
- A report is made to parents/carers each year through the students' end of year report which includes a working within level for all subjects (for students engaged in subject specific learning).

#### Key Stage 5:

- Assessment takes place according to external accreditation requirements.
- A report is made to parents/carers each year through the students' end of year report which includes accredited course achievements.

### **Reporting to Parents/Carers**

As well as frequent informal communication, all parents/carers receive regular reports of their son/daughters progress and achievement through the following processes:

- receiving an Annual Review each year in accordance with the SEND Code of Practice
- parent's/carers evenings for all students
- end of year reports
- Termly IEP/ILP reports

### **Reporting to Further Education Institutes**

- Students' end of year report, accredited courses and relevant MDT reports are shared with further education providers. Further information is shared as required.

### **Reporting to External Agencies**

- Evidence from the Annual Review process and from formative and summative assessment strategies are used as appropriate in discussion with educational psychologists and other agencies.

### **Management & Monitoring of the Assessment Policy**

The management of the Assessment Policy is led by the Assessment Co-ordinator.

### **Evaluation of this Policy**

This policy for Assessment will be evaluated every year or more regularly if the needs of the school so dictate, led by the Assessment Co-ordinator.

**Glossary of terms**

NC Level – National Curriculum level

GV Level – Greenvale Level

P Level – pre-national curriculum level

FS – Functional Skills (Entry Level 1,2,3, Level 1 and 2).

SLT - senior leadership team

IEP – individual education plan

ILP – individual learning plan

EHCP – education and healthcare plan

KS – key stage

AQA - Assessment and Qualifications Alliance

ASDAN – Award Scheme Development and Accreditation Network

OCR – Oxford, Cambridge and RSA Examinations

SOLAR - Special On-Line Assessment Records

Signed.....

Dated.....