



Assessment Policy

AUTHOR:-

Deborah Moppett

DATE ADOPTED:-

November 2016

DATE TO BE REVIEWED:-

November 2017



Ickburgh School Assessment Policy

Definition

"Assessment is the act of judging or deciding the amount, value, quality or importance of something or the judgement or decision that is made".

Cambridge Dictionary

Context

In the academic year 2015-16 the Government led National Curriculum assessment changed. Pupils are no longer assessed using National curriculum levels, instead they are assessed using age related expectations. Pupils with Severe or Profound learning difficulties by definition will not reach these expectations

In Autumn 2016 the Rochford Report was published with a range of recommendations regarding the assessment of those pupils who do not meet age related expectations. These recommendations have not been adopted by DfE and for the academic year 2016-17 we will need continue to report to DfE using the P-Levels.

Assessment: Why we do it: Aims

Ickburgh School uses assessment of each individual learner to

- record a clear picture of their **achievements** **progress** and experiences (formative assessment)
- plot their progress (summative assessment)
- identify their needs
- enable the planning of a next step
- to ensure all legal requirements are met

Assessment: How we do it

Teacher assessment

Ickburgh School uses a variety of assessment tools to record assessment information

- Connecting Steps: a web based service from B-Squared
 - This records small steps towards an overarching P-level in a curriculum subjects.
- Communication matrix: a web based service
 - This records information regarding an individual's communication skills
- Early Years Foundation Stage Profile
 - We use Connecting Steps to record the small steps towards the profile for pupils aged 5 and under
- Routes for learning
 - This is a non-linear tool for assessing individuals with profound and multiple learning difficulties recording progress in terms of broadening and generalising experiences. We are currently considering the use of this for our MSI provision.

Externally accredited

- Students in the sixth form work towards nationally accredited courses. Currently we use the Towards Independence Scheme (TI) which is written by ASDAN (Award Scheme Development and Accreditation network) and the Pupil Progress Units (PPU) which build up into an award, a certificate or a diploma, and can be accredited by a number of different bodies, we use ASDAN to accredit this.

Recording evidence record keeping

- Event Evidence / Evidence sheets



- School based documents recording activities and experiences
 - Evidence file for individual learners containing work that has been annotated
 - EYFS profile for early years pupils
 - Event Evidence folder on server for recording enrichment events and experiences.
 - ASDAN

Assessment: What we do: Assessment cycle

Assessments Undertaken

- Starting at Ickburgh School`
 - When a learner starts at Ickburgh School a baseline assessment is made. This will be recorded in terms of the EYFS profile in the Early Years classes or in terms of P-levels. In both cases we use Connecting Steps
 - Initial assessments in English and Maths will be completed once a pupil has attended school for 5 weeks (25 days) or the equivalent and moderated by a senior leader, usually the head of department
 - An Initial planning meeting is held between 6-10 weeks of starting the school. The Individual learning programme will be set at this meeting and the baseline assessment reported to parents. Where learners already have an EHCP in place the outcomes from the EHCP will inform the individual learning programme.
- Termly Assessment
 - P-levels and EYFS Profile via Connecting Steps completed by half term (October, February, May)
 - Individual Learning Programme: Progress towards targets set completed by half term (October, February, May) and collated onto the annual review form
 - Evidence Files: Collation of evidence at end of term (December, Easter, July)
 - EYFS: 1 piece of evidence per EYFS outcome
 - Primary & Secondary: 1 piece of evidence for each strand of English & Maths, 1 piece of evidence each for Science, PHSE, and Computing
 - Post 16: evidence is collected in ASDAN accreditation files according to modules currently being worked on.
- Lesson Planning (daily/ weekly/ half-termly/ termly as appropriate)
 - Staff will set a related target for each learner as part of the lesson planning process. This should be drawn from one of the assessment tools used by the school. The progress of each learner will be monitored and assessed during each lesson and at the end of a series of lessons. This information will be used to plan the next steps for each learner.
- Yearly Assessment
 - Communication Matrix
 - Matrix completed including previous matrix if compiled and report generated
- Yearly reviews including reporting of Assessment
 - Annual Review of Educational Health and Care Plan
 - Reporting of current P-Level assessment
 - Reporting of progress towards individual learning programme
 - Updating of individual learning programme
 - Annual Reports
 - A yearly summary of curriculum work and evidence of achievements



- Current P-levels achieved are included in this
- End of Key Stage reporting to Hackney Learning Trust and the DfE
 - At the end of a pupil's reception year (end of early years Foundation Stage) the teacher assessed Early Years profile information is collated and sent to Hackney Learning Trust for inclusion in the data to be sent to DfE
 - At the end of Key stage 1 and Key stage 2 the teacher assessed P-levels are collated and sent to Hackney Learning Trust for inclusion in the data to be sent to DfE. It is unlikely that we will have a pupil who will be able to sit the end of key stage tests (SATS) as our pupils will not meet age related expectations, but should an individual pupil be able to access this we would ensure they do so.
- Other reporting to Hackney Learning Trust and DfE
 - The phonics check data is reported at the end of years 1 and 2. It is unlikely that we will have a pupil who will be able to sit the phonics check assessment but if a pupil were able to access this we would complete the phonics check with them.

Assessment Moderation

- Termly teachers meetings
 - During these meetings teachers are given the opportunity to scrutinise and discuss assessments made by their peers. They give each other feedback on whether the evidence presented demonstrates proof of the assessment judgements.
- Termly Class progress meetings
 - This meeting between the assessment manager and class teacher is to ensure any learners who are assessed as not being on track to meet expected targets are identified and staff have the opportunity to focus support for the learner concerned
- Annual moderation of paperwork
 - *Annual review*
Once a teacher has written an annual review it is proof read by the assessment manager who checks the assessment information for accuracy in a meeting with the member of staff.
 - *Annual report*
Once a teacher has written an annual report it is proof read by a senior leader who checks the assessment information for accuracy
- Moderation with other schools
 - We aim to meet with other schools on a termly basis to look at assessments made in each school and to moderate judgments across the schools ensuring a common language and understanding of the judgements made.
- Use of CASPA (Comparison and Analysis of Special Pupil attainment): a hosted service
 - This is an analysis tool showing how individual progress compares with the progress of other similar individuals
 - The assessment manager will ensure assessment data is uploaded to CASPA on a termly basis.



- The reports generated will enable staff to compare a learner's progress with other learners in a similar cohort. (same starting point and age)
- Learners can be identified from this as to whether or not being on track to make the average progress for their cohort and focussed support can be used to address the issues.
-

Feedback to learners: Assessing their work

- Lesson Plenaries / mini plenaries
 - During each lesson verbal feedback will be given to the learners. This may be accompanied by signing or visual symbols according to the needs of each learner
 - Verbal feedback such as "good sitting" or "well done" will occur throughout a lesson
 - During a lesson staff will draw learner's attention to an action, activity or product and comment on this in the form of a mini plenary
 - At the end of a lesson the teacher will provide feedback on individual learners actions, activities or products to them and their peers in a plenary
- Annotations to work
 - Work in the context of Ickburgh School includes photographic evidence, or products of a lesson whether individual or collaborative e.g. display
 - Comments on work should relate to the skill that the evidence demonstrates. E.g This photo shows that the learner can stack 3 bricks to make a tower independently
 - They should include the level of support given e.g. the learner watched while 2 bricks were stacked up and was given a physical prompt to initiate the addition of a third brick. They were able to add the brick with verbal prompting to complete the action.
 - Where work is returned to a learner and a comment is made for their direct benefit the language used should be appropriate, and a suggestion as to how to improve next time made. E.g. Well done you wrote the first letter of your name. Can you write the next letter?

Outcomes

- Maximising every learners potential to enable them to live as fulfilled a life as possible in the community.
 - Quality assessment will inform staff when planning for learners and enable focussed support to be given to maximise their potential
- Establishing the school as a learning community, constantly seeking to improve its practice by reflection, evaluation and innovation.
 - The practice of assessment will enable the staff to reflect on learner achievement and evaluate the strategies used to enable this achievement
- Working in partnership with, and drawing on the expertise of, parents, other agencies and the wider community.
 - The annual reviews of the EHCP are held in conjunction with parents and other professionals. Their expertise is vital to the setting and assessing of individual learning programmes for the learners.



Cycle of Assessment

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
P-level progress Connecting Steps		P-level progress Connecting Steps		P-level progress Connecting Steps	
	P-level progress upload to CASPA		P-level progress upload to CASPA		P-level progress upload to CASPA
P-level progress report to Governors	Analysis of P-level progress		Analysis of P-level progress		Analysis of P-level progress
	Communication Matrix				
	Annual reviews setting of Individual learning programme				
Individual learning programme		Individual learning programme		Individual learning programme	
				Annual reports	
	Evidence files		Evidence files		Evidence files
				End of key stage reporting	
			Moderation of accreditation		



ASSESSMENT POLICY

Lesson planning including target setting	Evaluation of lesson plans & targets	Lesson planning including target setting	Evaluation of lesson plans & targets	Lesson planning including target setting	Evaluation of lesson plans & targets
--	--------------------------------------	--	--------------------------------------	--	--------------------------------------



Legal requirements

Progress

Moderation

Reporting

Planning
Completing the circle