

Church Lawton School

Assessment Policy

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Assessment, recording and reporting procedure

Assessment is an essential and integral part of effective teaching, learning and pupil progress. Effective assessment provides information to improve teaching and learning for all our pupils, both in school and in our residential service. Assessment should be the natural outcome of a well-planned curriculum, providing teachers with the means to focus on the social and learning needs and attainment of individual pupils. We recognise that the purpose of assessment is to provide information for a range of audiences.

There are three broad overarching forms of assessment, each with its own purposes:

Day-to-day in-school formative assessment, for example:

- Question and answer during class
- Marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development

In-school summative assessment, for example:

- End of year exams
- Short end of topic or unit tests

Nationally standardised summative assessment, for example:

- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1
- Reception Baseline Assessment

The Primary Purposes of Day-to-Day in School Formative Assessment

For Pupils:

In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For Parents:

Formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting a child's education.

For Teachers:

In-school formative assessment is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Early Years Foundation Stage (EYFS)

EYFS fully involve parents and carers in the assessment process, establishing a two-way flow of information between parents and practitioners.

EYFS practitioners will give immediate verbal feedback to children relating to their attainment, achievement and attitude. Children's 'characteristics of effective learning' will be assessed alongside learning and development across the seven curriculum areas. Practitioners will speak regularly to parents and the child about the child's progress and next steps in learning.

Aims:

- True Assessment for Learning - each child knows their own targets and what they need to do to reach them. They are fully involved in the process. **It is VITAL for pupils to know the 'next steps' in their learning.**
- A personalised curriculum which ensures relevant intervention
- Raised standards for all – aim that all children will reach or exceed their attainment and progress target at the end of Key Stage 2
- Accurate assessment which informs planning and then ensures accelerated attainment and progress
- Meaningful dialogue with parents about My Progress rationale
- Develop positive attitudes to learning of all pupils – whole school learning culture
- A streamlined system which incorporate parents' evenings, My Progress Meeting and SEND reviews

Types of Assessment:

Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own assessment files, recorded on Classroom Monitor (the school data system) and in the child's own books.

Summative: These occur at specified dates throughout the academic year and include pre-determined SATs tests, QCA Optional Tests, Levelled Assessments, external examinations such as GCSE's or assessments made at the end of a unit of work. Summative tests help teachers in making end of key stage assessments and are also of use in determining the overall subject level for pupil records. The analysis of these assessments enables staff to identify areas of success and where there is a need for further intervention to aid progress.

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data. For example, assessments made for dyslexia etc. to identify the needs of an individual child where further support may be required from other staff members.

EYFS

Formative: Information and observations from all adults who have close contact with the child is used to build an accurate picture of the child's current interests, needs and abilities. This will include information from teachers, teaching assistants, parents/carers, lunchtime supervisors and other EYFS providers. Observations of child-initiated learning are particularly valuable as these demonstrated skills have been consolidated and are being applied.

Summative: Practitioners make summative assessment judgements using EYFS Development Matters/Foundation Stage Profile. Summative assessment judgements will be made on entry.

Records and Record Keeping

Teachers and support staff use records to review pupils' progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways.

These include:

- Teacher's plans and evaluations
- Pupils' recorded learning and targets
- Classroom Monitor – school's assessment system
- Teacher's assessment files
- National baseline/standards
- Foundation Stage Profile

EYFS

Observations of children's learning and development are documented using a range of strategies, including written observations, annotated photos, annotated samples of work, video and audio recordings. Documentation is kept in individual profiles which are accessible to school staff, parents/carers and the child.

Reception Baseline Assessment (RBA)

The RBA is an age-appropriate assessment of early mathematics and literacy, communication, and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system to use as the pupil engages with the tasks. The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of Key Stage 2.

The Primary Purposes of In-School Summative Assessment

For Pupils:

In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

For Parents:

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their child across a period, often a term, half-year or year.

For Teachers:

In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

Assessment Aims

For Pupils:

- To enable them to recognise and evaluate their own achievements.
- To motivate them and to assist them to 'negotiate' with their teacher to set realistic goals and targets to ensure further progress wherever possible.
- To encourage pupils to accept responsibility for their own learning.

For Teachers:

- To provide an overall view of the school assessment procedures, clearly indicating roles and responsibilities.
- To provide a framework so that continuity and progression can clearly be seen in an individuals' records.
- To enable performance on the curriculum to be tracked through a system of recording and sampling.
- To provide a method to evaluate success or otherwise of teaching strategies, processes and programmes and to amend and develop them to address the individual and collective needs of children.
- To provide a structure to identify pupils' strengths and weaknesses.
- To enhance communication between pupils and teachers.

For Parents:

- To provide feedback on progress and an agenda to involve them in their child's development and education.
- To encourage and enhance parental understanding.
- To enable them to make informed choices with their children about issues affecting their future.

For School:

- To encourage a sense of achievement and progress for both staff and pupils.
- To provide information/data to enable whole school evaluation.
- To assist in the attainment of whole school aims/objectives.
- To satisfy external requirements, e.g. OFSTED.

At Church Lawton School (CLS) we recognise that, for our pupils, progress is sometimes measured in very small steps and we should take every opportunity to recognise every achievement across a range of personal, social and academic activities. Assessment should raise the expectation of success rather than highlight failure. We celebrate pupil achievements as part of school life through the presentation of certificates and class reward systems to encourage self-esteem and develop the skills necessary for self-assessment.

Within Church Lawton School there exists a framework which supports the educational cycle of assessment recording and reporting.

The psychology team carry out psychometric assessments, where appropriate using the Wechsler Individual Achievement Test. These are tracked year by year.

The speech and language therapists assess and measure progress by using a range of procedures. These include administering standardised assessments, where appropriate. Qualitative assessments are also used and some follow prescribed procedures and structured observation in a range of settings.

For Key Stage 1, 2, and lower Key Stage 3 judgements against the New National Curriculum are made against the stages criteria in Classroom Monitor for English, Maths and Science. For Key Stage 3 and 4 judgements against accredited courses are made using the success criteria of each specification. Using a variety of formative and summative assessments, judgements are made as to where each student is within each GCSE or Entry Level grade for example, GCSE 2 beginning, GCSE 2 developing or GCSE 2 secure. During Key Stage 3, pupils are transitioned across from the classroom monitor stages to be assessed against accredited course criteria. For some identified pupils across the Key Stages, the Special Educational Needs (SEN) Toolkit part of classroom monitor is used. This allows assessment of much smaller steps in learning and accurately monitors progress for those students who are working well below age expected goals and rates of progress.

Target Setting

Target setting is used to raise standards of achievement and rates of progress at Church Lawton School. The targets show what we expect all our students to attain. We use prior attainment and assessment to inform our target setting and continuous monitoring of progress. Comparing current attainment against targets allows us to intervene where necessary and measure the impact of the teaching and learning, curriculum and tutoring.

Targets are:

- Moderated on a termly basis, three times a year
- Adjusted upward where a student is outperforming their initial target

Starting Point

When a student arrives at CLS, teachers carry out appropriate baseline assessments in order to judge prior learning and to set appropriate targets to work towards. Teachers will also take account of attainment levels provided from the students' previous school if appropriate.

Attitudes to learning

- The school also assesses each pupil's attitude to learning and seeks their views on the factors which either enable them to learn well or which are barriers to learning.
- This information is also entered into the Combined Record, from where it is accessed by the school's classroom-based staff for use in guiding the teaching, learning and progress of individual pupils.
- It is updated at the end of each term, in order to track the progress which is being made in each area.

Multi Agency Support

- The school employs a Multi-Agency Support Team (MAST), comprising a speech and language therapist, an occupational therapist and an educational psychologist, on a part-time basis.
- These professionals assess each pupil with respect to needs either identified within a pupil's statement or EHCP, or by the school itself, and this information is also collated into the Combined Record for use by the school's classroom-based staff in guiding the teaching, learning and progress of individual pupils.
- In line with the interventions subsequently put in place by the MAST team and the school's classroom-based staff, this section is continuously updated.

Provision Mapping

- The Combined Record also contains each pupil's individual targets in Behaviours for Learning, Communication and Interaction, Physical/Sensory/Medical needs and Literacy/Numeracy, together with the expected Outcomes in each area.
- The progress which each pupil is making towards achieving each of their Outcomes is updated three times each year, during the first half of each term.

EHCP Recommendations and Objectives

- The final section of the Combined Record contains each pupil's Objectives, as stated on their EHCP, as well as details of the provision which the school has put in place.
- As above, the progress which each pupil is making towards achieving each of their Objectives is updated three times each year, during the second half of each term.

Reporting procedures

- At the end of each term, each pupil's Combined Record is printed off and teachers meet with parents to discuss their progress in specific subject areas. Tutor teams discuss progress with respect to other areas of the Record.
- Parents are provided with a hard copy of the Combined Record and given the opportunity to enter their comments before signing and returning this to the school.

Prediction Towards Targets

Church Lawton School has high expectations for all pupils. Starting from baseline assessments on entry to the school and the start of each academic year in September, the following shows the **expected** levels of progress:

- Pupils on SEN Toolkit – 30-40% of the band progress each term – 90-120% over the year.
- Pupils on stages of Classroom Monitor – 1 stage progress over the year – for example 3 beginning to 4 beginning or 4 developing to 5 developing.
- Pupils on Entry level or GCSE courses – will make 1 entry level or GCSE level over the year – for example Entry level 1 beginning to Entry level 2 beginning or GCSE 4 secure to GCSE 5 secure.

Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment progress for their pupils and classes.
- Teachers use this data to plan for learning for every pupil to ensure that they meet or exceed expectations.
- Teachers meet with the Deputy Principal and Assistant Head each term for pupil progress meetings. The purpose of the meeting is to monitor individual pupil progress, to plan and discuss interventions and support strategies used.
- Whole school tracking shows pupils at:
 - Blue if **above** expected level of progress
 - Green if **at** expected level of progress
 - Amber if **one step below** expected level of progress
 - Red if **more than one step below** expected level of progress
- If a pupil 'goes amber or red' the class teacher will ensure that appropriate intervention is in place to put the pupil back on track. If well-founded intervention does not result in the pupil making progress the class teacher needs to consult with the Deputy Principal and Assistant Head about next steps for the pupil.

Assessment for Learning (AFL)

This involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

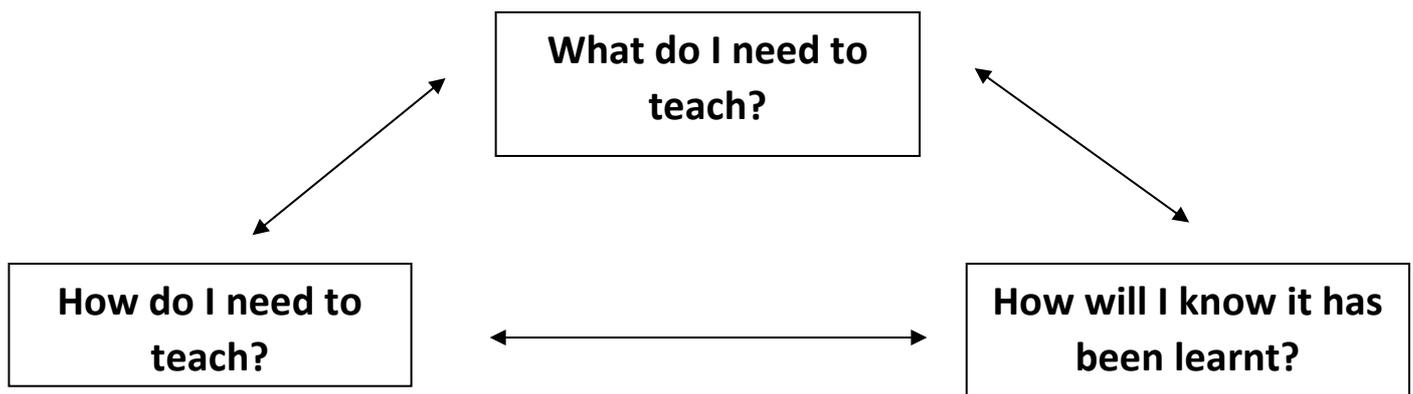
Principles of Assessment for Learning

Effective assessment for learning involves:

- The sharing of learning goals/intentions with pupils
- Helping pupils know and recognise the criteria for success

- Providing feedback and marking that helps pupils to identify how to improve
- Pupils learning self-assessment techniques to discover areas they need to improve
- The use of effective questioning to assess progress
- Both the teacher and pupils reviewing and reflecting on pupils' performance and progress and setting targets for improvement
- Recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

Loop for Assessment for learning



Recording

All departments within Church Lawton School employ a range of strategies to record pupils' and students' work which include:

- Following the guidance of the marking procedure
- Annotated work
- Moderated levelled work
- Video recordings.
- Pupil self-assessment.
- Photographs.
- End of module assessments

As previously stated, a stages approach against the New National Curriculum is used in Key Stages 1-3 as a set of criteria to help teachers make informed judgements. Below stage 1, the SEN Toolkit part of classroom monitor is used to map progress and attainment against the New National Curriculum.

Four times yearly, in September, December, April and July the data from Classroom Monitor and KS3 & 4 attainment against externally recognised examinations (Entry Level and GCSE's) are imported into My Progress Achievement Tracker (MPAT). Progress is continually tracked and evaluated by class teachers and the curriculum team throughout the school.

Standardisation/Moderation

Moderation of teachers' assessment judgements

Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.

Our moderation processes include:

- Regular discussions about pupils' work in staff meetings
- Planned moderation of pupils' work, including moderation with colleagues from other local and Liberty Academy schools. Internal moderation meetings should take place in February and external moderation meetings should be scheduled for May each academic year.
- The curriculum team will choose, on the day of school moderation meetings, which pupil's work will be moderated.
- Evidence from: accelerated maths and reader star tests; reading, writing, maths, spelling and science assessments; classroom monitor; book scrutiny and other suitable tests as deemed suitable by the Deputy Principal, Assistant Head and the curriculum team.
- We recognise the importance of cross-curriculum moderation, for example, writing should be assessed across all areas of the curriculum not just on the basis of written work in literacy.

- The minimum evidence base for a judgement is outlined below for each subject:
 - Writing – each skill outlined must be seen at least 3 times in books to show that that the pupil is able to do this consistently.
 - Reading – accelerated reader star tests, YARC reading assessment, PM Bench marking, past SAT's and GCSE papers.
 - Maths – each skill outlined must be seen at least 3 times in books to show that the pupil is able to do this consistently and star maths test.
 - Science – evidence for content should be taken from workbooks, past papers or Classroom Monitor and this should be attached either as a photograph or scan. Only one piece of evidence will be required for content. Evidence for investigative skills can be taken from either Classroom Monitor or class books and at least 2 pieces of evidence would be needed for each skill to show that the pupil is able to do this consistently.

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

- Exemplars of moderated work will be kept by subject leaders
- With colleagues in school
- With colleagues outside of school as part of a moderation cluster group

Reporting to Parents

The Annual Review (AR)

The annual reporting of progress in terms of the Education Health Care Plan forms a large part of the reporting process. Comprehensive educational reports, speech and language therapy reports and educational psychology reports are an intrinsic part of all ARs.

SEN Toolkit bands, Classroom Monitor stages or assessments against Entry Level or GCSE's for each subject are reported on in the educational report for the Annual Review. Individual progress data/graphs are shared with parents at the Annual Review.

The AR targets are shared at the Annual review and are recorded on the pupil's combined record. These are completed three times a year for all pupils.

My Progress Meetings

Three times a year we offer parents an opportunity to meet their child's form teacher and other subject teachers at a student's My Progress Meeting, where combined record targets are shared and agreed.

Parents will be kept informed of daily progress through home-school books, emails or telephone calls as appropriate and have the opportunity to make comments or raise concerns.

Pupil Achievement

My Progress Combined records

This document is a record of the pupil's progress, achievements and targets. It includes:

The assessment levels for core subjects.

If progress is on track, exceeding or below the expected levels.

Attitudes to learning.

Pupil's views.

A review of EHCP targets.

Parent comments.

Celebration Assemblies

Each week assembly time on a Friday is given over to the celebration of pupil achievement. In addition to the collective act of worship, pupils show good pieces of work. Merit awards are given out for curricular and extracurricular achievements. Every week there is a pupil star /achievement of the week. There are also end of term and end of year celebration and achievement assemblies.

Parental Contact

Achievements, successes and progress is shared at ARs and termly My Progress Meetings. Parents will also be notified in home/school contact books, email or by telephone.

Equal Opportunities

A school's equal opportunities policy and racial equality policy applies to assessment, recording and reporting. Where appropriate, assessment materials reflect the cultural and ethnic diversity of society. Stereotyping, in terms of ethnicity, race and gender is avoided, and pupil's progress is monitored to ensure no child is disadvantaged. Equally, a child's religious beliefs and cultural differences are always respected.

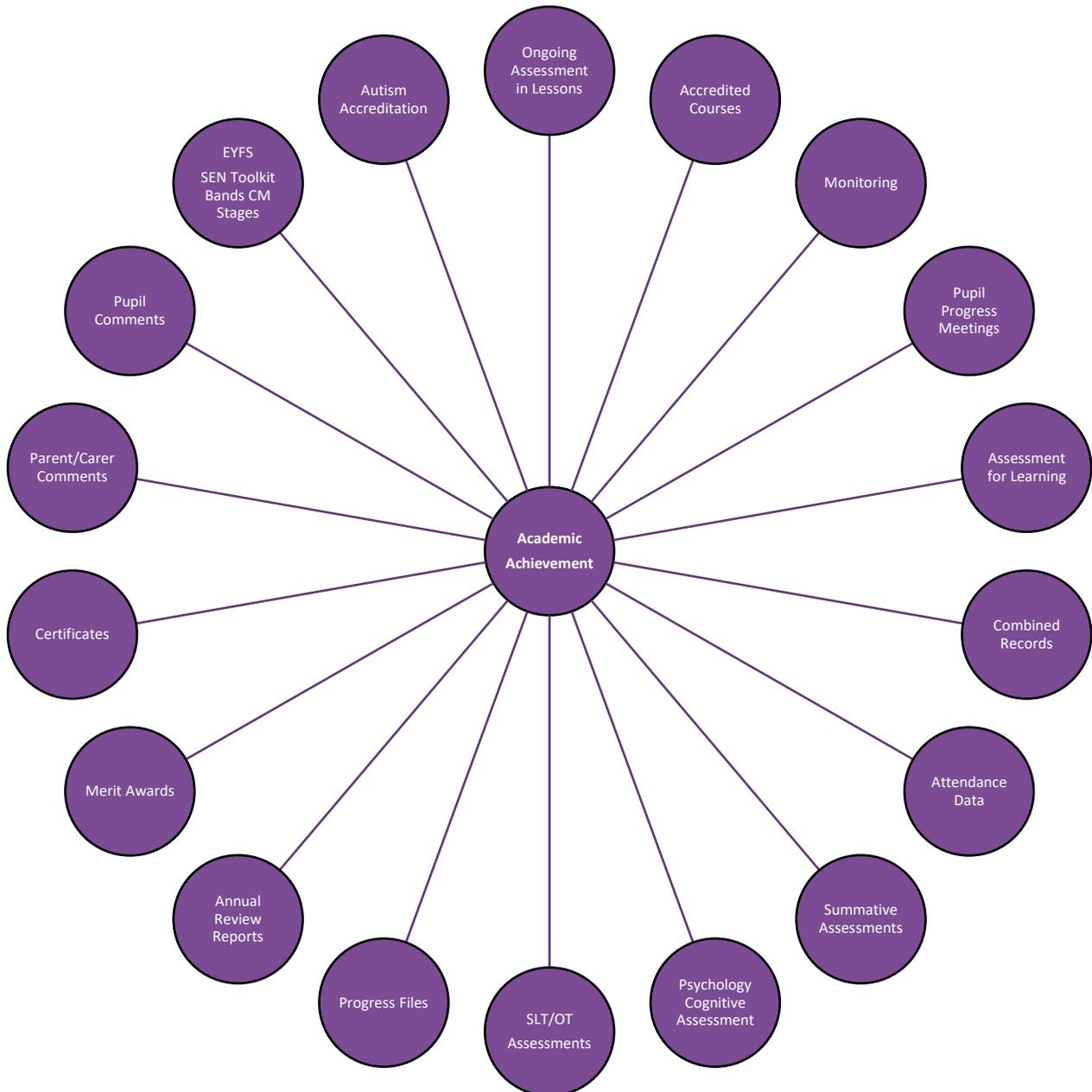
Monitoring and Review

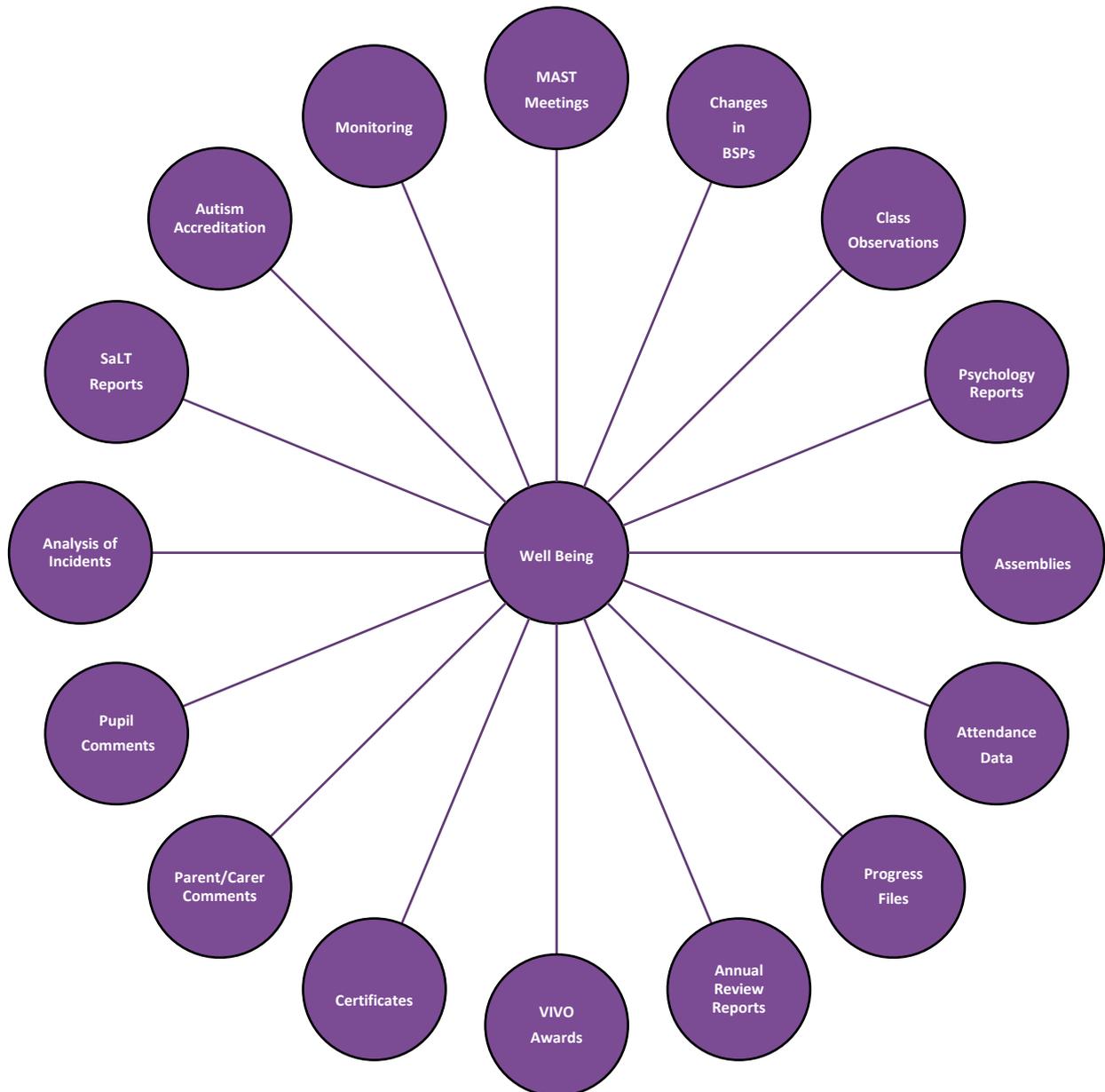
This policy will be monitored by the Principal and Deputy Principal. It will be reviewed using the following criteria:

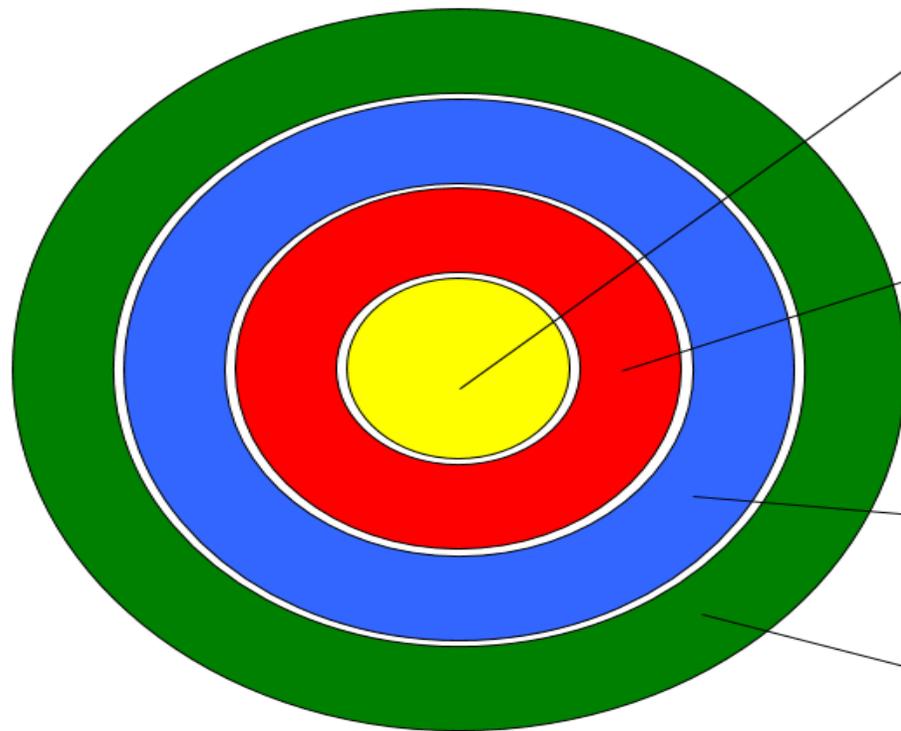
Is the policy efficient in terms of time and labour?

Is the policy effective in bringing about developments that improve the quality of teaching and learning?

How do we know that our students are making progress and achieving at Church Lawton School?







Individual Progress

Progress is measured against individual targets using EYFS/SEN Toolkit Bands/Classroom monitor stages/accredited criteria.

Levels are assessed using Classroom Monitor and accredited exam criteria and are based on a combination of summative and formative assessment, professional judgements, annual review reports, psychology assessment reports and SaLT assessment reports.

Comparison of Groups

Using internal data and external national guidance data to compare group attainment including, ethnicity, gender, FSM and LAC.

Compare and Contrast

Analysis of progress using KS2 to KS4 progress data.

Overall Judgements

These are made as a team with input from subject leaders, class teachers, external consultants, school improvement partners, the senior leadership team, Autism Accreditation and Ofsted.