

Beckmead Family of Schools Assessment Policy 2017-18

Assessment is a continuous process that lies at the heart of promoting children's learning. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

This new assessment policy takes account of the significant national changes (including the Rochford Review) and plots a way forward to ensure all children can achieve across the Beckmead family of schools.

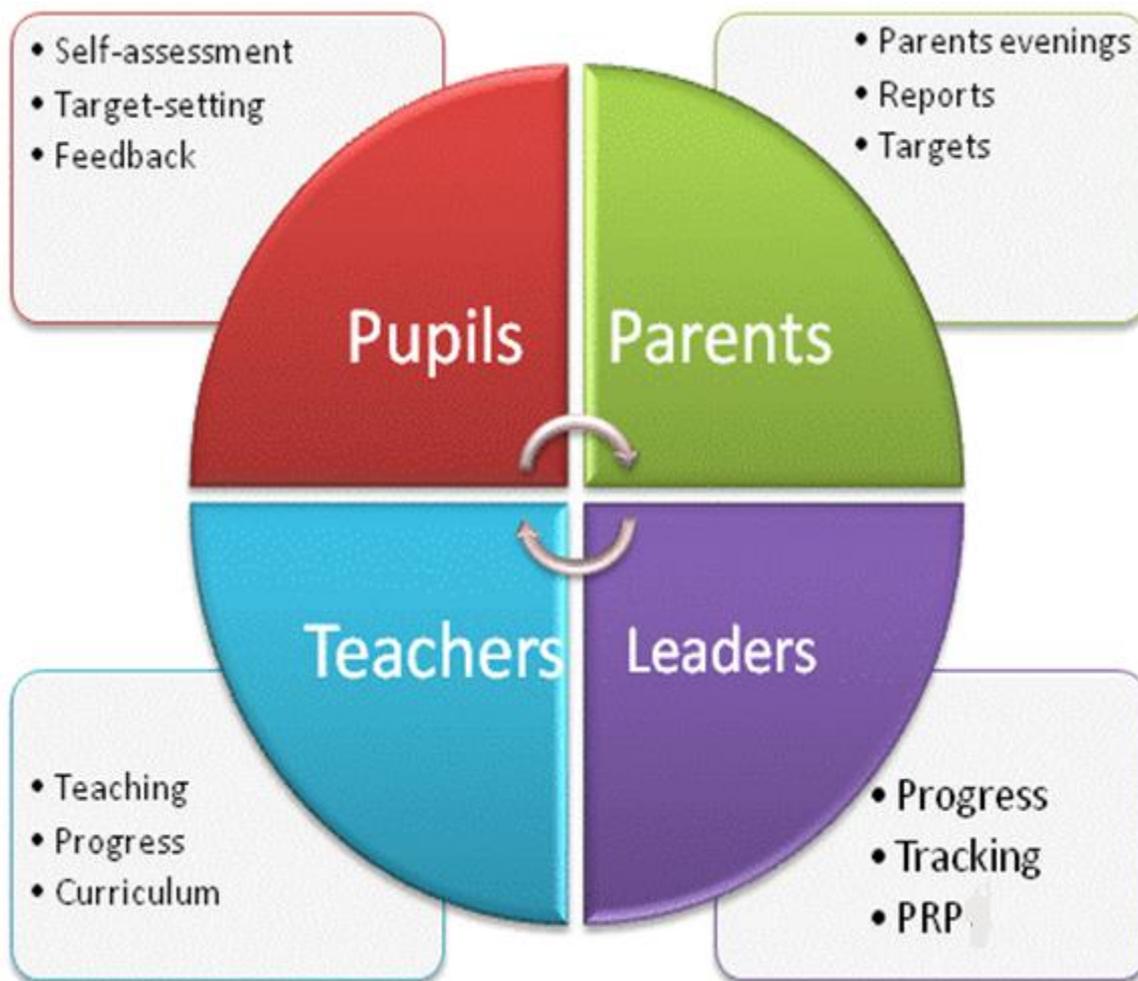
The principles and aims of our assessment approach ensure that:

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- High quality, in depth teaching, is supported and informed by high quality formative assessment.
- SEND has a massive impact on how children acquire, retain and apply learning and this may mean that they do not make continuous linear progress within a narrow set of generic subject standards. Our children can present with a complex range of academic and social needs, as such our assessments include measures aimed to capture progress in these areas such as developments in their social skills or behaviour.
- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- There is always a clear purpose for assessing and assessment is fit for its intended purpose.
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- Assessment supports informative and productive conversations with pupils and parents.
- Pupils take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- A range of assessments are used including 'In-School Formative Assessment' 'In School Summative Assessment' and 'Nationally Standardised Summative Assessments.'
- Assessment is inclusive of all abilities.

Key message from Dylan Wiliam:

- "any assessment system needs to be selective about what gets assessed and what does not" (focus on the 'big ideas').

The purposes of assessment



- PRP relates to the use of pupil progression information within the school pay policy. See pay policy for further details.

Range of needs and impact on learning require a range of assessment approaches:

The children who attend the Beckmead Family of Schools have a range of complex needs in the four areas of need identified in the code of practice and this affects their learning styles and progress pathways in various ways and we have developed personalised curriculum, pedagogy and assessment approaches to take into account the complexity, nature and combination of SEND issues faced by individual pupils

	<p>Cognition & Learning Perception, retention and classification of pre-subject & subject specific knowledge Consolidation & Autonomy</p>	
<p>Physical & Sensory Acquisition of information Applying knowledge</p>	<p>Communication & Interaction Interpreting information Applying knowledge</p>	
	<p>Social, Emotional & Mental Health Motivation to engage in learning Sustained Engagement</p>	

In line with the Rochford Review recommendations and our principles and aims of our assessment approach we have a range of assessment tools and systems to provide a whole picture of the learner and the learning process as well as to collect data for tracking progress:



Range of assessments undertaken across the year

In school formative assessment:

Formative assessment is the day by day, week by week, bread-and-butter assessment that teachers have always done. It breaks down the curriculum into the individual tasks and skills a pupil must have and asks ‘can they do it?’ This type of assessment happens throughout the day in all classes and typically includes:

- Conversations and specific feedback with pupils
- Scanning work for pupil attainment and development
- Making use of rich question and answers
- Marking of pupils’ work, particularly using the blue stickers (highlighting areas of success and points to improve).
- Observational assessments by a range of professionals.

- Regular short re-cap quizzes
- Discussions with children.
- Pupil self-assessment e.g. traffic lighting, self-marking against agreed success criteria.
- Peer marking.

Formative assessments are recorded and reported formally, once a term using SIMs POS tracker for reading, writing and maths. Progress is recorded against the pupil's key objectives for their year or if they are working below age related expectations, the most appropriate year group. The key objectives are taken from the NAHT's work on assessment for reading, writing and maths at Key stage 1 and 2; these are reviewed on a yearly basis to reflect the needs of our pupils. At key stage 3 the school uses a bespoke set of key objectives and skills from the secondary English and Maths schemes of work. These are also reviewed on a yearly basis to ensure they meet the needs of our pupils.

The descriptions from POS tracker in SIMs can be seen below; these are used to record the amount of progress against agreed key year group objectives. They form the basis of a common assessment language across the sites.

U= unable to assess

E = emerging, just starting to learn a new skill

D = developing, showing an increased understanding in that area

S = Secure, reflects that age-related objectives have been achieved

M = mastered showing that age-related objectives have been achieved and the child is working at a deeper level of understanding and application

These are shared with parents and pupils to form the basis of conversations around strengths and weaknesses and what pupils need to do to improve.

In school summative assessment:

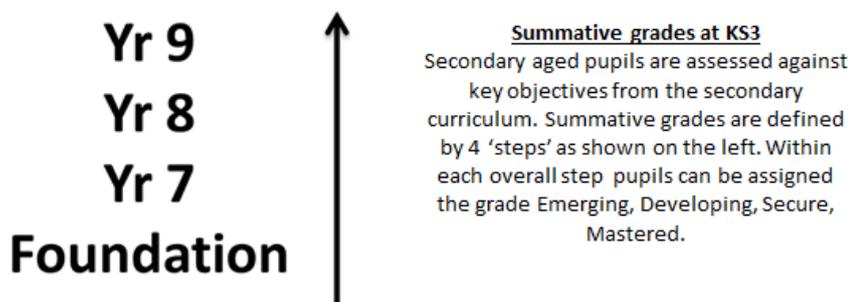
These are typically used to monitor and support children's performance. They provide children with information about how well they have learned and understood a topic taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments also inform parents about achievement, progress and wider outcomes. Teachers make use of in school summative assessments to evaluate both pupil learning at the end of a unit or period (based on pupil outcomes) and the impact of their own teaching (based on class outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning.

In-school summative assessments will also be used at a whole school level by the leadership teams to monitor the performance of pupils, including looking at discrete groups and making comparisons across sites. This allows SLT to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

- Salford sentence reading tests + Lucid online tests (for KS4), completed once a year for reading accuracy and comprehension.
- In school end of unit tests or tasks.
- KS4 working at grades for accredited courses.
- Across the schools summative data is summarised in the KPI's (key performance indicators).
- Measure of success twice yearly baseline assessment.

In school summative assessments are recorded in SIMs POS tracker using termly ‘best fit’ overall subject grades relating to the most appropriate national curriculum age related expectations at Key stage 1 and 2 alongside a letter grade of U, E, D, S, M (as explained previously). For example *maths 2D* for a child who is best described as *developing* within the Year 2 key objectives. These termly summative assessments are recorded for Reading, Writing, and Science and form the basis of the schools termly KPI figures.

A very similar approach is taken within Key stage 3 where best fit overall subject grades are used alongside a letter grade of U, E, D, S, and M. The ‘steps’ are shown in the diagram below, so for example English reading 8E would indicate that a pupil is best described as *emerging* within the Yr8 English reading objectives. The overall summative grade is independent of the pupil’s age and it is possible within our special school context to have a Yr9 pupil for whom a summative grade in Maths of Foundation Developing is realistic.



The Bridging the Gaps materials are used to support the assessment of pupils working beyond the p-scales for reading, writing or maths but who are not yet ready to access the demands of the Year 1 programme of study. They are used formatively in order to support teachers in planning appropriately for pupils based on what they can already do, what they need to do next to make progress and any gaps in their learning.

They are also used to make summative judgements about pupil's achievement and the progress they are making.

For those pupils whose attainment is well below the National curriculum and the bridging the gap materials, the school uses P levels to record their progress.

Nationally standardised assessment:

Nationally standardised assessments are used to provide information on how children are performing in comparison to children nationally. They also provide parents with information on how the school is performing in comparison to schools nationally, although the unique context of our school makes this challenging.

Nationally standardised summative assessment enables the school leadership team to benchmark the school’s performance against schools that have similar pupils and make judgements about the school’s effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted’s discussions, when making judgements about the school’s performance.

A range of ‘Nationally standardised summative assessments’ are in place:

- A phonics test in Year 1 or at Yr 2

- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1
- National Curriculum teacher assessments at the end of KS2
- GCSE
- BTEC
- NCFE
- Functional Skills
- Functional Skills Entry Level
- ASDAN

In school progress and attainment tracking cycle:

The section below simply outlines the formalised aspect of assessment across the Beckmead family of schools. It is not meant to be exhaustive and does not take account of the daily formative assessment that is at the heart of teaching and learning.

Primary

- September standardised reading assessment baseline.
- Autumn 'Measure of Success' baseline.
- End of term 1 progress and summative grades for reading, writing and maths.
- End of term 2 progress and summative grades reading, writing and maths.
- End of term 3 progress and summative grades reading, writing and maths.
- Annual Review check of progress within outcomes of EHCP
- Termly tracking of IEP targets achieved.
- Summer 'Measure of Success' check

Key stage 3

- September standardised reading assessment baseline.
- Autumn 'Measure of Success' baseline.
- Annual Review check of progress within outcomes of EHCP
- Termly tracking of IEP targets achieved.
- End of term 1 progress and summative grades reading, writing and maths.
- End of term 2 progress and summative grades reading, writing and maths.
- End of term 3 progress and summative grades reading, writing and maths.
- Summer 'Measure of Success' check.

Key stage 4

- LUCID comprehensive literacy assessment
- September standardised reading assessment baseline (if an appropriate identified need).
- For GCSE subjects the school records working at grades at 6 half termly points across the year.
- For BTEC and functional skills working at grades are recorded on a termly basis.
- Termly tracking of IEP targets achieved.
- Annual Review check of progress within outcomes of EHCP

Key Stage 5

- Baseline assessment based on KS4 outcomes.
- Subject specific tracking in all vocational areas.
- Termly tracking of IEP targets achieved.
- Annual Review check of progress within outcomes of EHCP.

Monitoring and moderation

Termly assessment data is analysed by the Head of School / Assistant headteacher of each site where class, discrete group and individual progress are scrutinised and appropriate interventions discussed with the class teacher. This process is captured on a progress and interventions record.

Assessment is a regular agenda item on the termly cross-site SLT meetings and the governing body have oversight through the learning, teaching and standards committee. The broad overview of progress and attainment is scrutinised by the Executive Headteacher through the half termly KPI's alongside other information such as attendance and behaviour.

In terms of wider scrutiny of assessment and to ensure consistency of approach, staff from the different sites meet through the curriculum and assessment group on a half termly basis. The group is made up of teachers and senior leaders that help shape the direction of assessment across the family of schools. The group also oversees the moderation of assessment judgements in primary. This process is done on a half-termly basis using standardised forms to ensure consistent procedures. In addition key teachers in particular the Yr6 teachers attend LA moderation meetings. In this way moderation is carried out within schools, across the sites and finally externally with other schools in the LA.

GCSE moderation is carried out within the family of schools and cross school moderation. BTEC moderation is carried out both internally and externally through Internal and External Verification.

At KS5 moderation happens across all vocational subjects at regular intervals throughout the term

Reporting

The majority of assessment information will be shared with pupils to aid their understanding of what they need to do to progress. Parents / carers are invited to attend three parents evenings per year (end of autumn, spring and summer) where detailed information on their child's progress is shared. Parents also receive a written report in July, summarising the year's work. The parents of Year 2 and Year 6 children receive a summary of the standards they have reached within the National Curriculum.

Some statutory assessment information will be sent to the Government and some may be used for evaluating teacher and school performance.

Year 11 Mock result data is also reported to parents in conjunction with a Year 11 parents evening.

Training for staff

After joining the school, all teachers will be provided with a copy of the assessment policy and it will form part of their induction program.

On-going support and training in the approach and administration of the assessment system will be planned as part of the weekly training cycle for all sites.

Andy Millard

Date for review: September 2018

This policy has been produced based on recommendations in:

- Final Report of the Commission on Assessment without Levels (Sep 2015)

The following other documents have been used:

- The 'Purposes and Principles of Assessment without Levels'.
<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report>
- The NAHT assessment framework materials
<http://www.naht.org.uk/welcome/news-and-media/key-topics/assessment/assessment-commission-resources/>
- Examples of best practise assessment policies from Use the Key
- The Rochford Review
<https://www.gov.uk/government/publications/rochford-review-interim-recommendations>
- BFOS pay policy.
- The Bridging the gap materials
<https://www.croydon.gov.uk/education/special-educational-needs/sen-education/croydon-senco-portal/croydon-senco-toolkit-0/assessing-pupils-with-send>
- Resource materials from the 2017 Rochford Review Conference (available on the school network).