

Lincolnshire Wolds Federation

Assessment Recording & Reporting Policy



Monitoring and review

The Executive Head is responsible for monitoring and reviewing this policy

Approval

This policy was agreed by the Academy Advocates: December 2017

At the time of this review we are still waiting for an appropriate replacement for P levels, following the Rochford review.

Statement of intent:

The Academy Advocates and Leadership Team of Lincolnshire Wolds Federation, ensure that assessment; recording and reporting will ensure equal opportunities, meet individual needs through; age appropriateness, student involvement and recognition of previous learning and experiences. This will be based on the Academy Principles of:

Approachable

- Listen,
- Show empathy for others,
- Listening and talking into action, so if we say we will do something we all do it,
- Be yourself (authentic)

Consistent

- Have and communicate clear expectations,
- Maintain a professional standard,
- Use the same approach,
- Be fair to all, and be the same person everyday...

Happy

- for our students to be healthy, maintain a sense of hope for the future, through access to an environment that meets their holistic needs

Independence

- for our students to become as independent as possible in learning and life, through access to an inspiring, innovative and inclusive environment

Empowering

- Drawing on strengths,
- Teamwork and confidence of all to make the most of opportunities,
- Supporting and motivating each other in an environment of trust,
- Allowing people to have a go.

Visionary

- Thinking outside the box and Being prepared to take a calculated risk,
- Leading by example with enthusiasm,
- Recognising the steps to the end goal and being forward thinking.

Enable

- for our students to be excited, engaged and encouraged through an environment of equality

Intentions:

It is our intention to have in place, a system for assessment, recording and reporting which:

- meets our information needs in sufficient detail, but which is manageable (e.g. must make efficient use of time)
- is nationally recognized therefore enabling possible comparison of results between schools
- Is jargon free, especially for reporting to parents.
- is clear, balanced and accessible,
- Involves students in their own recording, reporting and target setting.
- Can be monitored by the federation leadership team and Academy Advocates.

Aims:

Assessment of and for learning is essentially ongoing, and should be seen as an integral part of an interactive learning process. The main purpose of assessing a student is to enable him/her to make the best possible progress in the development of skills, knowledge and understanding (Assessment for Learning)

The purpose and aims of assessments are to develop the whole child and to continually improve the quality of teaching and pupil learning within the academy.

This will be done in the following ways:

- Through progressive assessment where following a course, pupils will be assessed to see what learning has taken place and to ascertain the effectiveness of teaching methods, pupil groupings and resources.
- Formative assessments will use information gained through assessment to improve planning and address the continuity of learning to ensure future learning is matched to individual student's needs. Staff will level work when completed by highlighting strands that they have covered. These levelled pieces of work will be useful when teachers assess the B Squared levels of pupils.

Assessment, Recording and Reporting of student achievement is needed:

- to lead to improvement in learning outcomes for all students.
- to inform planning of individual programmes, focusing on priorities for future learning
- to plan for progression, and maintain consistency and continuity.
- to provide a whole picture of the learner and the learning process
- to inform the contents of reporting to parents.
- to promote consistency between staff and others assessing the student and provide continuity between teachers within academy and between academies.
- because we are accountable to students, parents, Governance, DfE, Ofsted.
- to provide evidence of the value the school adds to student achievement.
- so that at short notice, a supply teacher could continue with individual student programmes.

Forms of Assessment Used:

The Federation uses a variety of assessments to meet the needs of individual pupils.

B Squared.

B Squared provides a means of assessing pupil progress below Level 5 of the National Curriculum in small steps and gives a helpful range of assessment for pupils who are working towards expected outcomes in what are called P levels. This is currently used termly (6) to assess every pupil in each of five subject areas Literacy, Numeracy, Science, citizenship and PSD. The target setting process is informed by the assessment so that appropriate targets can then be set.

Standardised tests are used to assess progress in aspects of literacy and numeracy on a regular basis, where appropriate.

B squared is new to LWF as of September 2017. Through the year 17-18 students will all be re base lined and progress and attainment recorded across core areas. Following the replacement of p scales, all areas of the NC will also be adopted using the system moving forwards. Please see action plan.

MAPPS

MAPPs tracks pupils who are making lateral progression. A significant number of PMLD pupils make very small steps during a year and this can be difficult to see against the P level descriptors. MAPPs allow us to show their progression by setting targets that can be tracked against a continuum of competency and ability against that particular skill.

We also track these developments via the levels of engagement within our B Squared system.

AIM

These qualifications have been designed to allow learners to achieve the size and level of qualification most suitable for their needs and relevant to their stage of learning, providing an opportunity to work towards qualifications in small steps.

The AIM Awards Suite of AIMVOC qualifications are suitable for learners pre-and post-16. LWF are focusing on the following areas for those students who wish to develop their knowledge and skills in a range of vocational areas:

- Animal Care
- Catering and Hospitality
- Health, Lifestyle and Science
- Horticulture

LWF also makes use of other forms of qualifications including OCR life and living skills, OCR functional skills, City and guilds skills for working life.

Implementation:

In order to allow us to record student's prior attainment every student will have an initial assessment against P Levels or Milestones within 6 weeks of starting at the school. AIM and functional skill Milestones will be used with students entering school post 16. Younger students will be assessed against the Foundation Stage Profile, but the P level data will give us useful baseline data.

The Assistant Heads will liaise regularly with each other as well as teaching staff and teaching leaders, to ensure that assessment and the curriculum are integral to each other and not separate entities.

The components of assessment at LWF are:

Baseline Assessment:

When a student first starts school (regardless of age) we will carry out an assessment against the 'P' levels / expected outcomes in all subjects within 6 weeks of them starting school. If a student starts in Foundation Learning they will be assessed against EYFS Milestones. This will provide us with baseline information against which to monitor progress. This baseline assessment will give us the information needed against which to make comparisons, at a later stage, in relation to value added and student progress.

Initial Target Setting:

Individual targets will be set within the first two months of a student starting at LWF, regardless of the age of the student. These targets are linked to the objectives on the students' Education health and Care plan. The results of the Baseline Assessment are used to help with this task. A multi-disciplinary approach is used – with input from speech/physio therapists, and parents are invited into school to discuss and agree the targets.

Early Years Foundation Stage Profile:

It is a statutory requirement to complete the Early Years Foundation Stage Profile on every student as they reach the end of the Early Years Foundation Stage. This Profile provides a summary of each student's development in relation to stepping stones and early learning goals. Teacher Assessments are made on the basis of accumulated observations and knowledge of the whole child. Students are also monitored via the levels of engagement.

Autism Profile Assessment

For students with autism an Autism Profile Assessment (APA) is used to assess and monitor the impact that difficulties relating to the range of Impairments and sensory issues are having on individual students. A baseline assessment is made using the APA when a student enters the school, as appropriate and then at 6 month intervals. The APA is designed to show strengths and areas that can be supported through addressing a range of strategies and interventions.

Teacher Assessment:

All students, regardless of age, are formally assessed against milestones for English, Maths, Science, ICT and PSHE, formally three times per year – end of term 1 / term 3 and term 5.

Teachers should select a level descriptor, which describes the types and range of performance that students working at a particular level should characteristically demonstrate. In deciding on a student's level of attainment teachers should judge which descriptor *best fits* the student's performance.

Encounter: (this would be for lower level learner on pathway 1 to build on)

The pupil was in the room when it happened, they show no awareness or acknowledgement of the task going on. This could be for many reasons

Attention: they show an awareness or acknowledgement of the task going on. Depending on the level of the student this could be a brief change in facial expression, a glance over whilst involved in their own activity. The students may respond and react, such as a smile, vocalization.

Engagement: (likely pathway 2 / 3 level learners to develop from?)

The student is now involved ready to join in, again depending on the level will depend on how it is used, it could be use as full physical support, or it could be full verbal prompting, imitating etc. The student is more cooperative, even leading the activity with only slight physical support. If using verbal prompting, the amount of prompting is becoming reduced, but maybe with a gesture to get the activity going. If verbal prompts they may only need a few words to help them achieve.

Gaining Skills and Understanding:

This is where you are giving the student the chance to do it on their own, no physical support and only minimal prompt, they may only need a couple of prompts to get them started or to make sure they complete the task. The student may even achieve the task, but cannot repeat the achievement or you think it has to be done a particular way.

Mastered:

You are confident the student can achieve the skill, they have demonstrated the skill a number of times and you are confident they can do it.

Moderation and informing the Assessment process

The following steps will be taken to moderate the assessment of pupil's work and progress and aid the process of keeping parents informed and assisting in the process of planning individual and group lessons:

- Setting targets as part of the annual review process, Next Steps and Individual plans
- Internal moderation procedures to ensure that teacher assessments conform to the criteria required by Qualifications and Curriculum Authority (QCA)
- Internal moderation to ensure that individual teacher judgments are corroborated to achieve 'best fit' rounded judgments when completing the B Squared individual pupil profile

Learning Journals / Evisense:

Across the Federation teaching staff will maintain a 'learning Journal' for each student to which parents are able to contribute. Students will be involved as far as possible in the collation of these journals which celebrate achievements in all areas of work and development. Evidence is also collated across objectives within the students Education, Health and Care Learning Plan.

Collecting a variety of evidence to support teacher assessments is also through:

- Individual pupil assessment (B Squared)

- Subject portfolios of pupils' work which have been moderated by a group of staff
- Teacher notes/observations - short term planning internal recording system
- Individual case studies

Self-Assessment:

There is an ethos at LWF of giving students the opportunity to participate in self-assessment. Because self-assessment becomes very important for the students in the upper end of the school, we feel that developing these skills is essential throughout the school. Self-assessment takes place through learning opportunities. Students are encouraged to communicate about they're learning, what they have been learning, including how they can improve, and the progress they have made. Visual representations of individual student targets are use as appropriate to enable students to be actively involved in reviewing their progress.

External Moderation

LWF take part in an external moderation programme that includes other SEN schools within Lincolnshire. There are two meetings for each subject every academic year where each school brings 3 pieces of internally moderated work from each key stage. This allows for internal moderators judgements to be checked.

LWF also takes part in an external programme with mainstream colleagues across core subjects throughout the year.

Reports from the moderation are then reported back to staff and governors.

Students Annual Review

This outlines pupil progress in the following areas:

- P levels or National Curriculum expected progress in all subjects covered
- B Squared levels in literacy, numeracy, PSD, science and ICT
- Pupils progress over the part of the year and progress towards meeting the overall objectives in the Statement
- Targets set in previous review and comments on levels of achievement to date
- Targets against which the pupils educational progress will be assessed during the coming year and at the next review
- Pupils attendance throughout the year
- Accompanying the Annual Review of Education Health Care Plan is an Education, Health and Care Learning Plan, which collates the objectives, provision and review prepared by each teaching staff member.

The academy believes in providing regular opportunities for teachers to communicate with parents about how their child is progressing and how they can support their child's learning. This process of communication is also supported by the use of termly newsletters around each class / department, email, phone calls and home/school planners as a means of teacher/parent liaison.

Home Learning:

The outcomes of pupil's home learning will not form part of the formal assessment procedures in our academy. Nevertheless, home learning is set when appropriate and is seen as a very useful means of reinforcing the learning, which has taken place in the classroom. It also helps to demonstrate to parents the level at which their child is working. Home learning can be requested at any time and all is provided in consultation with parents and carers.

Assessments made by other professionals

If a student is receiving speech and language support, occupational therapist and/or physiotherapy they will provide reports for the annual review. The student may also, if necessary, be monitored by the designated academy Educational Psychologist. Assessments made by these professionals will be used to support the teaching strategies and learning outcomes for the pupil.

How is the data collected to be used?

All information including B Squared will provide evidence of individual performance year by year with the same pupil.

- It will provide individual pupil performance against the group results.
- It will provide individual pupil performance against LEA, cohort groups and special academies.
- It will provide value added data
- To monitor the achievement of different groups of pupils
- Pupil achievement in different subject areas.
- To analyse whether pupils make consistent progress throughout the academy.
- To identify what aspects of curriculum and teaching need to be strengthened.
- To inform Governors, Parents, Local Authority and OFSTED
- To set targets for pupils and whole academy improvement

Policy Review

The academy considers the Assessment, Recording and Reporting Policy document to be important and the Senior Principal will undertake a thorough review of both policy and practice each year and report to the Academy Advocate Body annually.