

The Grove School Assessment, Recording and Reporting Policy

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From September 2014, the Government will be introducing a New National Curriculum. The staff at The Grove School have reviewed and adapted the curriculum in light of this and will be addressing the changes to assessment without levels. Until summer term 2015 we will continue to use the newly adapted B-squared assessment tool, whilst further developing our use of summative assessment.

1. Aims

Assessment should support learning through our methodology which underpins all our assessment including Early Years, Primary, Secondary and Post Sixteen by:

1. Actively involve learners where appropriate.
 - Through stating lesson objectives, providing a reference for pupil's self assessment and for plenary discussion.
 - Habitually engaging children in discussion of their own work and that of their peers, so that learning is developed further.
 - To ensure that as far as possible all pupils are involved in setting their own targets and objectives and in assessing these at the end of each planning block. (reference file 4 Learners target file)
 - Eliciting evidence of pupils learning, through the use of tests and quizzes, use of Summative assessment and through marking pupils work.
 - Encouraging pupils to be owners of their own learning through self-assessment and other methods.
2. Be central to the learning process.
 - By underpinning organisation of learning groups; allocation of time, staffing and other resources.
3. Be based on information that is both relevant and manageable:
 - Through ongoing teacher assessment based on the P-Scales and the understanding of learning required at the end of each key stage recorded using the B-Squared materials. (reference file 2 and file 11)
 - Using the school's scheduled formal assessment procedures beginning with Baseline Assessments which may be the Early

years two year old assessment (reference file 8 and 8a) The Developmental Journal (reference file 8), B-Squared including P-Scales and National curriculum depending on individual pupils age and developmental stage and will end with the use of AQA, ASDAN and formal exams again depending on the individual learner.

- Through moderating work using structured moderation meetings both in school and with other schools, also with the use of the Darlington Moderation File (reference file 3) Moderation exercises are carried out using a structured formula; this is supported by a guidance sheet.
- Through the use of the holistic approach of 'Routes for Learning' that recognises the unique way in which learners with PMLD learn. (reference file 1)

4. Identify needs, motivate learners and celebrate achievement:

- Through regular marking/assessment of pupils' work with feedback of celebratory comments, good work assemblies, stickers and other celebrations of achievement, well also offering encouragement to improve where necessary.
- Through enabling the learners to comment on each others work in a positive way offering their views and advice.
- Through involving the learners in setting their own targets.

5. Help plan the next learning steps:

- By informing long, medium and short term planning.
- By providing an overview of a learner's progress through the school formal assessment procedures.
- By optimising the professional expertise and experience within our own school and to access multi-professional support to compliment this whenever necessary, this may include the educational psychologist, community psychologist and psychiatrists.
- By including the objectives set by multi-professionals, within a learners I.E.P, which may primarily include those from the teacher of the hearing impaired, the speech therapist, the physiotherapist and the occupational therapist. (reference pupils I.E.P's)

6. Illuminate qualitative aspects of learning:
- To reveal the true nature of what a learner understands of a theme by appropriateness of a learner's achievements relative to his/her assessed capability, i.e. setting challenging targets that stretch the children but that are at the same time achievable, this would be reflective of the use of SMART targets. (reference file 12)
7. Provide information to measure past performance and set targets:
- Through analysis of statistical data for the individual learner and in assessing overall school performance. (reference file 7 and 12)
 - Through the yearly recording of results entered in B-Squared on school tracking sheets that also include targets for the following year. (reference file 9)
 - Through the use of other programmes such as ASDAN Preparatory Programmes, Entry Level qualifications and Learning Pathways-'Routes for Learning' when appropriate.
 - Pupils have projected targets for the following year and where appropriate Year 6 targets are projected ahead.
 - Pupils also have end of key stage projected targets.
 - Through measuring success using the Progression Matters Guidance information as a point of reference, but as it has now been archived we felt that we needed to use the data that we receive from Durham University, we are able to assess which of our pupils are in each quartile as measured against national averages, this has now finished and we are reviewing what we can use as a national measure in the future. We are also able to show which children are making Outstanding/Excellent, Good, Expected progress as measured against our agreed figures these are a percentage increase within B-Squared, of +20% being Outstanding/Excellent, 15 -19% being Good, 5-14% being Expected Progress and 0-4% less than expected, these have been agreed with our Governing Body sub-committee for assessment.
 - When setting long term targets within annual reports the percentage aimed for will begin at a minimum of expected progress of 5% rising to 20%. All targets are set by lead staff who know the learners well and they may therefore set

targets that are above the 20% level if they feel the learner has potential to go beyond 20%.

2. What is good progress

We know that historically there has been little available guidance on what constitutes good progress for learners with SEN; we have therefore used all available resources to develop our assessment procedures. In terms of expected achievement pupils should be making 2 levels of progress even at the lower P Levels however below a level P4 this would not be expected. We are highly successful in our ability to support pupils who start with an extremely low baseline to make progress, this progress is individual to the learner and affected by their learning needs.

Defining good progress of children and young people with Special Educational Needs is complex for a number of reasons:

- a) The individual nature of Special Educational Needs results in children making different rates of progress, therefore generalisations can be unreliable. This is particularly the case with children and young people with degenerative conditions, where good progress might be maintaining the status quo.
- b) Small cohorts or small percentages of learners working below NC tests make comparisons unreliable.
- c) Much of the data used in creating comparisons is based on teacher assessments, because many learners are working below test levels. Accurate analysis of this data is therefore dependent on accurate teacher assessment.
- d) Baselines will be varied so expected and beyond expected results will also vary for each individual learner.

In response to these difficulties, we felt that it was important to evaluate progress bearing in mind the individual circumstances of learners, whilst being aware of what Ofsted say i.e. good progress is 25% of pupils in the lower quartile, 50% of pupils in the median and 25% in the upper quartile. If school can increase the percentage in the top two bands, then this will move to outstanding progress. We should use the upper quartiles as starting blocks for setting targets, but use previous achievement and teacher judgement to set realistic targets.

Lateral Progress

For some learners working at low levels on P Scales, movement through the levels will be extremely slow. Learners operating at P3 or less by the end of KS2 are unlikely to progress much further.

'Lateral Progress' describes that progress within P level, including learning which might not be described by P level statements at all, but add value to the life experiences of the learner, possibly opening up more options for their future. At present, there is **no nationally agreed way of recording such progress**, although we are trying to explore this. We acknowledge that the progress of some learners might be good although the statutory collection data does not show this.

3. What understanding progress enables us to do

- To achieve the best possible outcome for individuals.
- To raise expectations of teachers, families and young people this will contribute to closing the current attainment gap.
- To enable us to plan appropriate qualification routes.
- To identify appropriate learning programmes that will raise learners' self-esteem and prevent behavioural difficulties.
- To set appropriately challenging targets for our learners.
- To contribute to raising school performance and achieving outstanding practice.
- By analysing in-school progress data, it is possible to evaluate the interventions that have taken place and identify which interventions are more effective. Progress measures might be by NC or P level, but will also be through the use of summative and formative assessment methods. External benchmarking of these progress measures is difficult, however, it should be possible to compare progress year on year, so evidencing when progress has been accelerated.

4. Formative Assessment Objectives

Formative assessment is crucial in:

1. Informing planning and setting targets that are achievable, measurable and appropriate to the learners' needs.
2. Raising learners' awareness of what they are trying to achieve and how they can improve.

To facilitate this, the following practices are embedded in the school's planning process.

- Learning objectives are shared with the learners as part of everyday practice.
- Learners are given the opportunity to see and discuss examples of good work as models for success.
- Teaching and Learning Observations are carried out on a regular basis to monitor teaching and ensure that practice is developing and improving.
- Staff regularly take part in Learning Walks to develop teaching ideas and share good practice.
- Teachers are regularly challenged to show how their planning links to the data they have on learners, and how they use this information to plan and deliver Teaching and Learning.
- Learners' understanding is explored through careful questioning which maybe verbal, but may also be through visual cues where appropriate.
- Learners are given constructive feedback. Where possible, this is verbal. Written comments or symbols are used to indicate achievements and areas for improvement (see appendix 2 Marking Policy).
- Learners are set targets that are clear and achievable; these targets are set using the B-Squared Assessment tool for all subjects including Personal and Social Development which is updated by class teachers when appropriate. The accuracy of these targets is also checked against the data received from Durham University's P scales project which calculates the learners percentage increase each year and sets challenging targets using this data.
- Learners are encouraged to assess their own performance through:-
 - a. Checking their work with staff.
 - b. Plenary discussions.
 - c. Circle times.

- d. Discussing their work with staff and explaining what they have learnt.
- Staff use the data they have to set challenging targets and they scrutinise the learning so bringing together the knowledge acquired and the Teaching and Learning that takes place in the classroom.

5. Summative Assessment Objectives

The following formal summative assessments are in place.

1. Reasoning Progress tests stage 1 and 2, Hodder and Stoughton.
2. Word Recognition and Phonic Skills, Hodder and Stoughton.
3. Early Literacy Test assessment, diagnosis and follow up, Hodder and Stoughton.
4. Manual for Stage one and two of the Reading Progress Tests, Hodder and Stoughton.
5. Manual for Stage one and two of the Numeracy Progress Tests, Hodder and Stoughton.
6. Diagnostic Reading Analysis Forms A and B, Hodder Education.
7. Development Journal, DCSF Publications.
8. Insight Primary, Assessing and Developing Self Esteem, nferNelson.
9. Emotional Literacy Assessment and Intervention, GI assessment.

In addition to these formal summative assessments the following teacher assessments are carried out;

1. Individual Education Programmes
 - These provide evidence of learners' work, which tracks performance year on year.
 - Are useful resources for discussion with parents.
 - Are mid-year indicators of performance and can inform planning for the rest of the year.
2. End of year reporting to parents through annual reviews.
 - These provide end of year assessments of each learner in every subject and also reflecting areas of development in Personal, Social, Emotional and Health.

All assessments carried out in school are monitored during staff monitoring meetings; this work can be found in the school monitoring file. These meetings are used to ensure that a uniform approach is being used by all staff when assessing learners work so that accurate results are recorded on the school tracking sheets and when entering results for the Durham University Project and statutory data for Northumberland County Council. Moderation meetings also take place between schools with a similar cohort of pupils validating our assessment further.

5. Reporting (see governors reports found in file 14)

Reporting not only fulfils legal requirements but also is a vital part of our relationship with the learners, parents, governors, other schools and the wider community, serving to support and promote the learners' learning. Reporting is seen as a whole school process and all staff work together to communicate with appropriate audiences.

1. Reporting to Parents.

- Annual written reviews and review meetings.
- Discussion with parents arising from 'open door' policy.
- Learners sharing achievements publicly and via school news letters.
- Governor's Annual Report to parents and open afternoons and prize giving.

2. Reporting to Governors.

- Head teacher's report to Governors.

3. Reporting to the Wider Community

- Active participation and reporting on our involvement on community events and projects of interest to the general public and/ or other schools.
- Reporting to other schools that learners integrate with to ensure progression and continuity between settings.

6. Moderation (see file number 6)

Moderation plays an important role in our assessment process, being confident in the levels that we assess pupils work at means that we can be confident in what we assess the pupil's abilities to be and the targets that we set them in the future.

Moderation occurs each term with staff coming together to moderate pieces of work in I.E.P's and jotters/workbooks. The work is scrutinised using the Darlington material and P-scales and National Curriculum descriptors.

Moderation also occurs between schools, these schools include other special schools, and however we also attend moderation meetings with main stream schools to ensure that we are assessing national curriculum levels correctly.

Moderation of external qualifications such as ASDAN occurs in school before documentation is sent away, but also through the awarding bodies.

EYFS is moderated in school and through partnership moderation meetings.

Marking Policy

A consistent marking policy has the following purposes:-

- It provides the pupil with clear feedback.
- It maintains pupils' self-esteem and encourages them further.
- It provides all staff with a clearer picture of pupils' abilities.
- It provides focus for discussion with parents.

The following practices are incorporated into marking throughout school.

- Comments or symbols are used to indicate performance, rather than marks or grades as this gives a clearer picture to the pupil.
- Comments, both verbal and written, are constructive and supportive. Areas for development are described as future targets rather than as a criticism.
- Within each class there are a variety of reward systems which are developed to meet the individual needs of each learner.