

Assessment Policy



PRESTON BRIDGE SCHOOL

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1. Aims

This policy supports the school's aims to provide a caring, structured learning environment in which all students can develop academically, socially, behaviourally and emotionally, thus reaching their potential and in which students and staff feel safe, secure and valued.

At Preston Bridge School, we believe that assessment is first and foremost in identifying students' needs in order to aid development and progression. It is the means by which teachers establish the levels of achievement attained by each pupil at any point in the learning process. The information gathered is used to record students' progress and enable teachers to plan effectively, while incorporating effective differentiation. The process offers all students the opportunity to demonstrate their knowledge, skills, understanding and what is required to develop further.

We believe that these procedures should not only meet the statutory requirements but should be manageable and useful so that they can inform future teaching and learning. We recognise that while learning at Preston Bridge school encompasses some of the National Curriculum, it should also incorporate the wider curriculum, including personal and social development.

We believe in developing our partnership between students, parents / carers and other agencies by taking as many opportunities as possible to involve stakeholders in the progress of students in our care.

We believe that the Assessment, Recording and Reporting process should provide us with the information that will enable us to evaluate our own work and help raise the standards of academic and behavioural achievements for all our students.

2. Legislation and guidance

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

Preston Bridge Schools' policy on assessment will guide practice in several areas:

- It will lead to successful **personalisation**, in that it will enable the school to build up a unique picture of each learner's strengths and areas for development, enabling the school to offer the right curriculum and the learner to make well-informed choices.
- It will enrich **classroom practice** by ensuring that lessons, and the staff / learner interaction, are underpinned by a shared understanding of progression.
- It will support **curriculum planning**: in that awareness of what learners have achieved and are finding difficult should be the starting point for short and medium term plans; a broader sense of how learners are responding to what they are being taught should inform the way in which subject and curriculum leaders modify their longer-term plans.
- It will lead to sound **pupil tracking**, through which staff can form a view of both the general progress of individual learners, of their progress in relation to particular targets, and of their response to particular interventions. This can in turn inform future planning for the individual, as well as reporting to parents, carers, other professionals and Local Authorities.
- It will provide an evidence base for **school improvement**, in that pupil progress in its widest sense should confirm the effectiveness of the curriculum, the impact of school improvement priorities, the contribution of a member of staff.

4. Assessment approaches

Preston Bridge School will use its approach to assessment to:

- Enable learners to understand their strengths and weaknesses, their achievements and their targets, and thus to be actively engaged in their own learning.
- Enable staff to know their students well as learners, and to monitor progress and forward plan for both individual learners and groups.
- Give staff the language they need to describe achievement and progress, and thus engage in a constructive dialogue with each other, with learners, and with parents and carers.
- Give school leaders and teachers a framework within which they can monitor and evaluate the impact of their curriculum maps and schemes of work, the effectiveness of individual teachers that they line manage and the progress made in their subjects.
- Give school leaders a comprehensive and accurate picture of achievement and progress across the school, which can inform curriculum planning, self-evaluation and performance management.

Preston Bridge School will also and particularly want its approach to assessment to:

- Provide a transparent and evidence based picture of learner progress in relation to behaviour and personal development, which is often if not always the starting point for wider progress. The school collects data on a daily basis; this is used to identify progress and inform review processes. This clearly identifies specific types of behaviour relating to learning, conduct and emotional development. This data allows the school to set effective targets for individual students to work towards. For students deemed to have more complex needs and, in particular those relating to developmental issues, the school uses the Boxall Profile to inform the planning of appropriate provision for individuals. This information may be shared with external professionals such as Educational Psychologist or Speech and Language Therapist if additional input is needed.
- Describe comprehensively the "baseline" at which learners who join a school start, and based on this, chart and report to parents, carers and Local Authority, the progress made by each learner. This will take into account literacy, numeracy, and emotional, social, behavioural and cognitive development.

- Help to compare the progress of learners with their peers both within the school and across schools, and thus form a view on what represents good progress.
- Gather together and triangulate the diverse evidence available of learner development; ranging from external examinations to in-class observations; from data on attendance and physical interventions to student self-evaluations about attitudes and achievement.
- Inform each pupil's 'curriculum map', formative and summative targets; and show progress in relation to the statement of special educational need (EHCP).
- Create coherence by drawing together the threads of pupil progress across the whole curriculum, and by enabling all staff to see academic and personal progress in relation to each other.
- Enable all staff who engage with students to contribute to the learning and assessment process; recognising the influential role of education support staff and therapy staff alongside teachers.

The type of assessment we choose to use depends very much on what we want to assess. Assessment will be most accurate where we use a range of approaches that allow us to "triangulate". Amongst the range at our disposal are:

- Observation of students engaged in a task as well as their interaction with their peers.
- Pupil self-assessment through 'Feedback Friday', a weekly evaluation of their progress.
- Verbal feedback.
- Review of learning with a class or group – for example in a plenary session at the end of a lesson.
- Next steps marking which informs future progression.

For assessment as outlined above to be successful and worthwhile certain other features need to be in play:

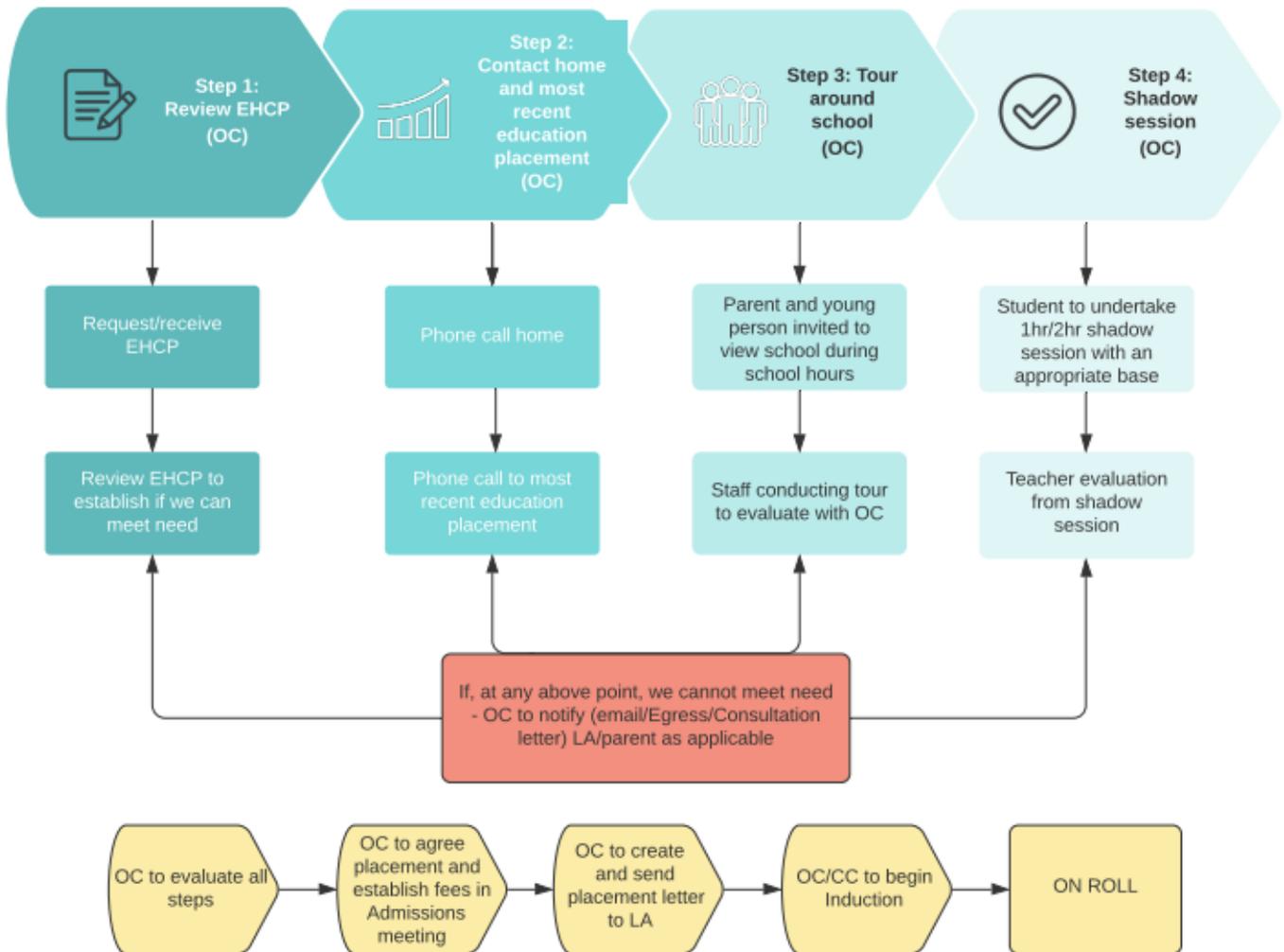
- Effective tracking of progress through subjects and personal development, taking account of classroom behaviour, response, attendance and punctuality.
- Planned opportunities for moderation within and across subjects and with partner schools, based on systematically collected evidence.
- Long term planning for the subject or aspect of learning to be clear about what we are assessing against: what strands of progression or assessment focuses are there; what are the steps of progression in relation to those strands of focuses.
- Short and medium term planning identifying what aspects of learning are to be assessed in a particular lesson or group of lessons.
- Emotional, social and behavioural development will be a key focus, with a shared understanding of what this means.

At Preston Bridge School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

Pre-Admission

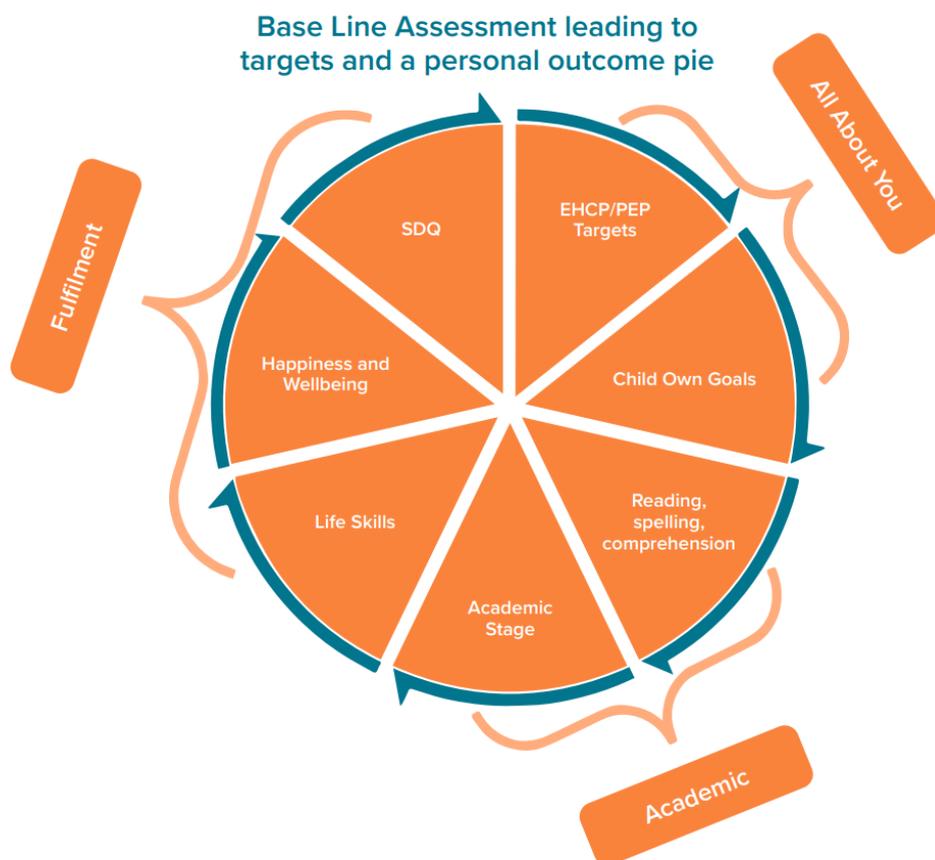
All students who enter a Spaghetti Bridge service are assessed using our four state assessment process. This is in order to accurately assess the child's suitability to the service from all perspectives. In so doing, the admissions assessment ensures that that the service can meet the child's needs in terms of their safety as well as the safety of others alongside meeting their education needs. There are four steps to our admissions process outlined below:



Initial Assessment

Base Line Assessment

After the child joins Spaghetti Bridge, there is a four week induction period in which we aim to develop a detailed understanding of their needs. Part of this process involves a '**Base Line Assessment**'. This allows us time to get to know each other and to ensure that each child's learning programme is unique and tailored towards their individual needs. It gives **everyone** a clear direction and clear outcomes that we aspire to achieve. We ensure that the Child's Education Health Care Plan outcomes are seamlessly integrated into their unique targets and their personal outcome pie.



<p>'Child Own Goals' & Bespoke Targets</p>	<p>Quite simply, what does the child want to achieve? What personal goals do they want to set themselves? In addition, we ensure we baseline any areas that are specific to an individual e.g., SLCN needs, speed of processing, improving memory etc. We also use further information, together with previous pupil records, statements of SEN, Psychometric tests etc. to help devise an IEP, in order to ensure we meet the needs of the pupil.</p>
<p>Happiness and Wellbeing</p>	<p>Happiness and wellbeing are critical to success and underpins every human behaviour. Here at Spaghetti Bridge, we measure wellbeing and happiness by using the Boxall Profile in order to understand the child's perception of their life and how they feel.</p>
<p>Strengths and Difficulties Questionnaire.</p>	<p>Using the Strength and Difficulty Questionnaire (SDQ), working together with child we identify key areas to work on.</p>
<p>Life Skills</p>	<p>Working together with all stakeholders, we identify areas that each child needs to enable them to learn skills in independence, e.g., for some children they might need travel training etc. In so doing, we aim to understand what key life skills are important for them upon their arrival in order to inform their 'Skills for Interdependence' programme which consists of a suite of AQA and OCN qualification routes.</p>
<p>Academic Stage</p>	<p>We find out through a baseline assessment in writing, reading, comprehension, and Maths to find out the academic stage that each student is working at. This is conducted at key stage three either through teacher assessment against national curriculum standards or through a WRAT 5. At key stage four, teacher can baseline student's academic knowledge using either a WRAT 5 or past test papers.</p>
<p>EHCP/PEP Targets</p>	<p>Importantly, we ensure that all short- & long-term targets outlined in their EHCP and PEP documents are tracked in order to provide a clear sense of progress for the annual review and pep meeting processes.</p>

The purpose of this assessment is to:

- Provide current information on the students' knowledge, understanding and performance levels for a range of literacy and numeracy skills.
- Establish an individual baseline from which progress can be measured and where necessary, informs the development of their Personalised Outcome Pie (POP).
- Develop a benchmark that helps to inform the base teacher, through class conferences, of strategies and areas of focus or priority.
- Provide further information, together with student records, statements of SEN, Psychometric tests etc. to help devise a Personalised Project Plan, in order to assist the classroom teachers in meeting the needs of the student.
- Help identify specific educational and behavioural targets – short, medium and long term.
- Contribute to whole school planning, evaluation and target setting.

Information received from referral papers are summarised in the form of a student summary report, which is added to data obtained through the initial assessment process. This report is communicated to all staff members that have contact with the pupil.

Ongoing Assessment

1. Personalised curriculum maps are produced by the Curriculum Coordinators, devised within 4 weeks of admission, based on evidence gathered from relevant sources (baseline assessments, Pupil Files, Pupil Summary Reports, admission assessments, consultation with subject teachers and Keyworker). Frequently new students are referred without a current education plan.
2. Under the direction of the Curriculum Coordinators, retesting of the baseline for reading, spelling and numeracy is completed termly, therefore mapping progression and highlighting effective teaching strategies.
3. Curriculum maps are regularly reviewed by Curriculum Coordinators (every 3-6 months) and presented at the Statutory Annual Review or earlier if appropriate.
4. Subject targets, where appropriate, are set either at the time of the annual review and evaluated when next review report is prepared, or each term following the termly summative assessment. (Reports are sent to parents/LA and are used to inform teachers during class conferences).
5. Personal behavioural target set on entry and reviewed termly.
6. The school's Curriculum Coordinators provide input into regular discussion, informing classroom teachers of identified priorities for development; target setting etc.
7. Each lesson is evaluated for general behaviour, effort and academic success through points system.
8. Daily, weekly and termly tracking and electronic storage, enables the analysis of performance and the monitoring of individuals general behaviour, effort and academic progress. Results are communicated to students weekly. These records are used to track general performance and to inform meetings, which consider progress, identify behaviour patterns and support the development of action plans.
9. All teaching/support staff complete individual pupil social, emotional and behavioural tracking sheets, used to inform the setting of personal targets and which address school wide issues.
10. Regular meetings are held for each class group to discuss individual students. Relevant teaching and support staff and the school SENCo attend these meetings.

Main objectives:

- Evaluate progress across curriculum and behaviour.
 - Identify issues and areas for development.
 - Review personal targets and assist in evaluating personalised curriculum maps and EHCPs.
 - Share staff knowledge of students and review strategies i.e. rewards, sanctions, IBPs.
 - Share best practice.
 - Discuss any possible gaps in provision.
11. Assessment of progress in relation to key National Curriculum levels outlined in the curriculum intent statement. In order to assess more accurately and reflect pupil progress within National Curriculum levels the use of more specific performance indicators have been introduced using recognised sub levels. NC levels will be recorded at the end of each term and the information held centrally. At the end of KS3, results and teacher assessments are reported to parents.
12. APP has been introduced and implemented within core subjects (See individual Subject Policies).
13. All base teachers record pupil progress by learning outcome in various ways throughout each term.

Curriculum and Assessment Planning

All curriculum planning is based on the relevant National Curriculum requirements and guidelines. All subject areas have long, medium and short term planning in place.

In KS3 APP documents and published Schemes of Work, linked to APP, inform planning and teaching.

In KS4 most students follow published Schemes of Work relating to formal accreditation, which include specific assessments, marking and recording procedures.

The school has introduced a teaching system as a means of recording pupil progress in each subject by learning outcome.

5. Reporting to parents

- At the end of each term a report is sent home of each pupil's effort, attainment and behaviour during that term. Progress is reported by amalgamating the key areas of their outcome pie against a rubric which outlines expected progress.
- For the School Report for the Annual Review a detailed report is prepared by each base teacher in collaboration with the Curriculum Coordinator, addressing progress made during the past year. Additionally, there is an attendance percentage and information to show what progress has been made towards behavioural targets.
- At the end of Key Stage 3, all students receive a report giving their attainment levels in all National Curriculum subjects.
- If there has been excellent progress on the part of the pupil a member of the Senior Leadership Team, may telephone or write to parents or carers to report this at any time.

If serious concerns arise or there is an agreement that more frequent reports will be made to parents/carers, SLT may telephone or write home or may arrange an interim meeting to discuss the issues.

6. Roles and responsibilities

9.1 Governing body

The governing body are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

7. Monitoring

This policy will be reviewed annually by headteacher. At every review, the policy will be shared with the governing body.

All teaching staff are expected to read and follow this policy. The headteacher is responsible for ensuring that the policy is followed.

The headteacher will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- Lesson observations
- Book scrutinies
- Pupil progress meetings

8. Links with other policies

This assessment policy is linked to:

- Curriculum policy