

POLICY FOR ASSESSMENT



2017

As a rights Respecting School we believe that education must develop every child's personality, talents and abilities to the full (article 29).

Ratified by the Full Governing Body on:

Chair of Governors Signature:

THE PINES SCHOOL

ASSESSMENT, RECORDING AND REPORTING POLICY

INTRODUCTION

Assessment at The Pines School involves baseline, formative and summative processes and is used to inform planning and future teaching. Assessment is about measuring achievement and attainment, it should be meaningful and manageable and wherever possible part of normal classroom activity. It is a continuous planned process and is both diagnostic and evaluative. Reporting on assessment is used to track pupil progress, analyse data, inform interventions and report to the local authority.

AIMS

Assessment at The Pines School enables us to promote learning and progress for all our pupils from their starting point. At The Pines School assessment should:

- Establish an accurate baseline on entry.
- Contribute to school improvement through raising pupil performance and adding value.
- Identify individual needs of pupils and provide targeted intervention to further enhance teaching.
- Record and monitor children's progress and achievement to enable continuity and progression across year groups, vulnerable groups and Key Stages.
- To inform future planning, teaching and curriculum development.
- To celebrate achievements and next steps.
- Inform the writing of annual reviews and individual pupil profiles.
- Inform stakeholders of the schools achievements.

TYPES OF ASSESSMENT

At The Pines School teachers may use many approaches to assessment, which may include:

- Informal observation
- Focused observation
- Informal listening/questioning
- Questioning, open or closed as appropriate to the individual child's communication level
- Structured discussion/ teacher – pupil interview
- Marking
- Reviewing/examining pupils' work
- Pupil self-assessment matched to known criteria
- Peer assessment
- Class or group tests
- Targeted individual assessment
- Statutory assessment

TARGET SETTING AND REVIEWS

- Targets are set in line with our school rationale (appendix 1).
- All pupils in Years 1 – 6 are set end of key stage targets according to their individual starting point. Whilst we recognise that pupils make progress at different rates, we still maintain high expectations and aspirations therefore, setting an expected and an aspirational target.
- Pupil progress meetings are held termly by the leadership team and the class teacher to discuss progress towards targets set. Where pupils have not made expected progress towards their targets a discussion will take place and an appropriate intervention implemented as necessary. Where pupils have made exceptional progress and exceeded their aspirational target these will be adjusted accordingly.
- A pupil profile is completed at the beginning of every term to identify their barriers to learning and targets set accordingly. These targets are shared and reviewed with parents.
- End of Key Stage results and Phonics testing scores are reported electronically to local and national bodies and also in paper format to parents. Targets are also reported to the Board of Governors by the Head teacher along with final Key Stage assessment results.
- Regular internal moderation meetings are held within school and across the city with other special school to look at pupil's work in English and Maths. These meetings help to ensure that judgements of staff at The Pines School are validated.
- The assessment Manager works closely with other special schools to share expertise and to ensure consistency. Subject leaders also attend meetings with other special schools to moderate work in English, Maths, Science and Early Years.

MEASURING ACHIEVEMENT

- At The Pines School English and Maths targets are set and reviewed termly. Each child has targets identified at the Staff may revisit targets to ensure that pupils have retained their knowledge. Teachers record assessments for their class in all subjects in the National Curriculum. In English, Maths and Science achievement is recorded using DAPA levels and then National Curriculum Year levels. PSHE and ICT also work on DAPA levels and then Dimensions. All other foundation subjects are recorded using P levels and then Dimensions. In foundation subjects work is based on a differentiated scheme of work within a thematic curriculum, incorporating activities designed to enable pupils to progress through the levels.
- The Pines School operates a thematic curriculum in Key Stages 1 and 2. Subject leaders monitor the delivery, coverage and breadth of each subject and report to Governors annually on achievements across the school through the Governing Board standards committee.
- Staff assess pupils' progress daily. Planning sheets identify opportunities for recording achievement and planning next steps. All members of classroom staff are involved. Progress in all subjects, with the exception of RE, is logged using Solar. RE has its own class recording mechanism.
- Staff set I.P.P. targets for all pupils at the beginning of each term and are reviewed with parents at the end of each term. Staff liaise with SALT on targets where appropriate. Where appropriate pupils are made aware of their targets and have input into the review of their targets.
- Pupils' work is marked individually with children as laid out in the Marking Policy with next steps clearly marked when appropriate.
- Where appropriate, pupils take part in statutory assessments at the end of Key Stages 1 and 2, and all pupils in Early Years are assessed using the Early Learning criteria and Foundation Stage eProfile Pupils who enter the school after this point are assessed by teachers using criteria linked to the P levels and National Curriculum, and also by the Speech and Language Therapist. Where appropriate, pupils in Year 1 and 2 take part in the Phonics testing during the designated week in the Summer Term.

RECORDING AND REPORTING ACHIEVEMENT

- Pupils' achievements are recorded electronically using Solar and annotated evidence is uploaded onto the pupil's individual assessment page. Pupils' achievements are updated as pupils achieve targets within levels.
- Pupils' I.P.P.s are set by teachers and agreed with parents termly.
- EHCP Reviews are held for each pupil whereby a member of the Senior Leadership Team, class teacher and the parents meet to review the pupil's progress during the year. Other professionals, such as the Speech and Language Therapist and the Music Therapist also submit reports as necessary. Pupils views are sought and where appropriate they will join the meeting.
- Statutory end of Key Stage results are reported to parents and the format is explained. At the end of the academic year parents receive an annual report of progress for their child. The report outlines what a child has experienced and what they can do. Where pupils are integrating into mainstream schools the class teacher will liaise with the placement school to report the pupil's progress. In some instances pupils who integrate may miss a subject from the National Curriculum due to the inclusion timetabling mismatch between schools. Wherever possible staff try to ensure that all subjects are taught, and that a balanced curriculum is taught across the Key Stage. Where appropriate, parents may attend parents evenings in the pupil's mainstream placement.
- Results of statutory assessments at the end of Key Stages 1 and 2 are reported to Governors, printed in the school's PANDA and recorded in the school's Self Evaluation Form.
- Data and assessment is reported termly to the Governors and the School Improvement Partner.
- An annual summary of pupils progress is available on the school website.

RESPONSIBILITY FOR ASSESSMENT

All classroom staff at The Pines have a responsibility to assess, or help the teacher to assess, pupils' progress throughout the year. Class teachers are responsible for planning, delivering and assessing the curriculum using the school's formats. Class teachers are responsible for updating Solar regularly and in engaging in pupil progress meetings.

Subject leaders monitor progress in their subject area for all pupils and identify any weaknesses that need to be addressed. This forms part of the evidence on which Subject Managers base their reports to Governors.

The senior leadership, alongside the assessment leader, is responsible for monitoring assessment throughout the school. The Headteacher and Deputy Headteacher, monitor the quality of teaching of the curriculum as part of the professional development cycle.

The Assessment leader oversees INSED in partnership with the subject managers in which pupils' work is moderated by staff to ensure consistency of practice.

INCLUSION AND EQUAL OPPORTUNITIES

In matters of assessment the only relevant issues are those of achievement, effort and the monitoring and evaluation of practice within the school. These are undertaken irrespective of gender, ethnicity, religion, culture, socio-economic background or the circumstances of home

or public care. We also take into consideration the child's communication preference and ensure consideration to this is given when assessing a child's progress and attainment.

ARRANGEMENTS TO REVIEW THE POLICY

This policy will be kept under review by the Assessment leader, Head Teacher and Governing Board as National Government changes evolve. We await clarity from the Rochford review which will consider how best to assess attainment and progress of pupils working below national standards.

Assessment and Target setting Rationale 2016 -2017

This document explains the methodology behind the target setting process at The Pines

There has been a stepped approach change to Assessment and Target setting as the school has adopted the current assessment system and new National Curriculum.

We set targets according to the individual pupil's starting points. We use P'levels and National Curriculum expectations, however in order to bridge the gap between P'levels and National curriculum we use DAPA levels. DAPA levels are largely concerned with embedding skills and enhancing these, enabling pupils to access the National Curriculum with greater success. The target setting expectations broadly take into account progression Guidance along with recommendations from the Special Schools Forum for assessment.

Each child will have an expected target and a challenging / aspirational target set in the areas of Reading, Writing, Speaking and listening, Number, Geometry, Using and applying. These are assessed in the following ways:

	Specific strands		
	P1-P8	P9-P14	P15 >
Reading	Reading	<ul style="list-style-type: none"> ◦ Reading ◦ Comprehension 	<ul style="list-style-type: none"> ◦ Word reading ◦ Comprehension
Writing	Writing	<ul style="list-style-type: none"> ◦ Applying ◦ Planning 	<ul style="list-style-type: none"> ◦ Comprehension ◦ Vocab ◦ Handwriting ◦ Spelling
Speaking and listening	<ul style="list-style-type: none"> ◦ Expressive ◦ Receptive 	Speaking and listening	Spoken Language
Number	Number	<ul style="list-style-type: none"> ◦ Place value ◦ Addition and subtraction ◦ Multiplication and division 	Number
Geometry	Shape space and measure	<ul style="list-style-type: none"> ◦ Measure ◦ Shape position and direction 	Geometry
Using and applying	Using and applying		Using and applying

Targets are set according to the individual pupils starting point, as baselined on SOLAR. On all levels we set a 90% best fit benchmark.

As a school we group pupils according to their communication and cognitive abilities and as such recognise that pupils in these groups will make progress at different rates. The pupils in E classes need a highly individualised approach to teaching and learning, taking into account specific strategies. Whilst we recognise that they may make progress at a different rate, we still maintain high expectations and aspirations for these pupils.

When setting targets against the DAPA levels we expect a higher percentage of completion over time for these. This is because there is less content within the levels and they are designed to bridge the gap.

Target setting Grids

M classes

Starting point	Progress over a year		Progress over key stage 1 (2 years)		Progress over key stage 2 (4 years)	
	Expected	Aspirational	Expected	Aspirational	Expected	Aspirational
P3 – P5	+30%	+50%	+60%	+100% (=1.1 levels)	+120% (= 1.3 levels)	+200% (=2.2 Levels)
P6 – P8	+60%	+80%	+120% (= 1.3 levels)	+180% (= 2 Levels)	+240% (=2.6 levels)	+320% (=3.5 Levels)
P9 – P14	+110% (=1.2 levels)	+135% (= 1.5 levels)	+220% (= 2.4 levels)	+270% (=3. Levels)	+440% (=4.8 levels)	+540 % (=6 levels)
P15>	+60%	+80%	+120% (= 1.3 levels)	+180% (= 2 Levels)	+240% (=2.6 levels)	+320% (=3.5 Levels)

E classes

Starting point	Progress over a year		Progress over key stage1		Progress over key stage 2	
	Expected	Aspirational	Expected	Aspirational	Expected	Aspirational
P3 – P5	+30%	+50%	+60%	+100% (=1.1 Levels)	+120%	+200%
P6 – P8	+60%	+80%	+120% (= 1.3 levels)	+180% (= 2 Levels)	+240% (=2.6 levels)	+320% (=3.5 Levels)
P9 – P14	+90% (= 1level)	+110% (=1.2 levels)	+180% (=2 levels)	+220% (= 2.4 Levels)	+360% (= 4 levels)	+480 % (=4.8 levels)
P15>	+60%	+80%	+120% (= 1.3 levels)	+180% (= 2 Levels)	+240% (=2.6 levels)	+320% (=3.5 Levels)

Assessment is recorded using SOLAR. Targets are set in English and Maths, but all subject areas are assessed on SOLAR. SOLAR enables teachers to assess small steps within each level and collate evidence that supports this.

Teachers will engage with termly progress meetings with the Head, Deputy or Assessment Leader, where pupils annual progress will be broken down into termly progress. It is at these meetings that targets may be changed if a child is excelling in a particular area. Similarly, if a child is under-achieving discussions will establish why this may be and look to identify additional resources or interventions to support progress.

We appreciate that our pupils will not make equal termly progress, so termly targets are set towards the expected target using the following weighting, percentage denotes percentage of progress made from baseline.

Starting point	M classes			E classes		
	Term1	Term 2	Term 3	Term1	Term 2	Term 3
P3 – P5	+5%	+15%	+30%	+5%	+15%	+30%
P6 – P8	+15%	+35%	+60%	+15	+35	+60%
P9 – P14	25%	+60%	+110%	+20	+50	+90%

P15>	+15%	+35%	+60%	+15%	+35%	+60
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When pupils start school late, they will be baselined within 6 weeks of starting and their targets adjusted accordingly. Pupils in 1M will have adjusted targets for 2 terms as they transitioned from Early Years to P levels in the autumn term.