



SMS Changing Lives

ASSESSMENT POLICY

Introduction: the place of assessment in the school

The School's 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 (for example in IEP or care plans), 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.

Principles that inform our assessment

Like all schools, ours 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 pupils 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 subject and whole-school theme leaders a framework within which they can monitor and evaluate the impact of their schemes of work, the effectiveness of individual teachers that they line manage and the progress made in their subjects and themes.
- 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.

As a special school, ours 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.
- 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, emotional and cognitive development.
- Help them 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 pupil self-evaluations about attitudes and achievement.
- Inform the IEP process and show progress in relation to the statement of special educational need.
- Create coherence by drawing together the threads of pupil progress across the “academic” curriculum and the 24- hour curriculum, and by enabling all staff to see academic and personal progress in relation to each other.
- Enable all staff who engage with pupils to contribute to the learning and assessment process, recognising the influential role of care workers, education support staff and therapy staff alongside teachers.

ASSESSMENT – stage by stage, in relation to the learner’s journey.

1. **On entry** to the school and within 4 weeks, a baseline is established which takes into account and/or tests for:
 - a. Education, social, medical history –including prior learning (SATs etc), attendance, exclusions, emotional and social background, any safeguarding issues, agency involvement.
 - b. Any Education Health Care Plan
 - c. Current attainment as a minimum in the core subjects of English (reading, writing, speaking and listening), Maths, ICT and Science.
 - d. Cognitive ability (i.e. the “raw” ability of learners as assessed for example in non-verbal reasoning tests).
 - e. The learner’s own perceptions of their strengths and the barriers they need to overcome
 - f. Any specialist testing suggested by a-d above
2. **Targets and planning:** once the baseline stage is complete:
 - a. Data derived at entry and following the 28-day assessment process will be drawn together with a commentary alongside. A first draft long-term education plan of provision and support for the year will be put into place which will have the status of an annual review of statement.; realistic targets will be set for progress across the curriculum and in relation to any special need; for pupils entering KS4 there will be an initial agreement

about qualifications to be entered for. Guidance will be included on positive handling (e.g. behaviour management plan) and risk assessments.

- b. More detailed plans (IEP, IBP,) are established which identify priority development issues, sets targets for them and says how they will be addressed. These plans are interlinked. They are shared appropriately with parents/carers/LA
- c. All staff involved in teaching or support for a young person are made aware of the care and academic needs of that young person, their role in meeting those needs, and the targets set for them.
- d. Progression in phonics is addressed and tracked for those whose literacy on entry is below level 3, using the Letters and Sounds phases.

3. On an **ongoing** basis:

- a. There is planning for progress that is aligned to the young person's ability.
- b. There are regular reviews of progress through timetabled tutor time, assemblies, and personal support meetings, in relation to targets set in terms of both behaviour and learning.
- c. Statement based targets will be set and will inform planning.
- d. All staff involved will be expected to contribute, these will lead to routine updates of plans and targets and where necessary to further assessments and interventions.
- e. Academic progress will be assessed and tracked with electronic support where appropriate. English and Maths will be assessed at least weekly; other subjects and where agreed phonics will be assessed half-termly. With moderation following a best-fit model and organised as follows:
- f. In KS4 progress in relation to each qualification offered and achieved will be monitored; and any new qualifications added to the list as they are agreed upon.
- g. The young person will be given opportunities to contribute to the emerging picture of their strengths and development needs by regular reviews of progress through timetabled tutor time, assemblies, circle time, and personal support meetings they will be given opportunities to influence and comment on the targets provisionally set for both behaviour and learning.
- h. There will regular communication to parents and carers of both successes and difficulties using agreed weekly/termly/daily reports

4. At key moments of **transition** (end year/ annual review, key stage)

- a. The young person will be engaged in the review and forward planning for the next phase.

Assessment for learning in the classroom

Good assessment for learning in the classroom can enhance progress, engage learners and help them become better learners. At our school it will be characterised by strategies such as:

- Objective-setting: making objectives clear through discussion; written or picture prompts around the room and/or in pupils' work; regular revisiting of objectives in relation to tasks and activities that punctuate the lesson. Objective setting at the level of the lesson should also help the learner see where those objectives fit in terms of the bigger picture.
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- A focus on progress and outcomes: using pupil-friendly "progression ladders"; sharing examination of national curriculum assessment criteria; displaying pupils' work which is annotated.
- Written or oral feedback: This is not only positive, but also constructive, in that it tells the learner what they have done well, and what they can do to improve.
- Self- and peer-assessment: giving learners the opportunity to evaluate their own and others work, using the positive approach recommended in the point above, and based on assessment criteria which are shared.
- Plenary discussions, at the end of a lesson or of a sequence of lessons, which allow learners to reflect on (and celebrate) the outcomes they have achieved, what they have learnt, and what needs to happen next.
- Periodic reviews of learning, for both groups and individual learners: these should enable learners to look back over time at their work (both ongoing and tests/exams and recognise the progress they have made.

Assessment Strategies

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 pupils engaged in a task
- Pupil self-assessment or peer-assessment.
- One-to-one questioning of individual learners either during the course of an activity or at the end of a period of learning (e.g. end of a module).

- Questioning of the class during an activity
- Review of learning with a class or group – for example in a plenary session at the end of a lesson
- Marking of pupils' ongoing work.
- Periodic tests or examinations.
- Electronic tests including on-line.

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 will 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 will identify 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. (The QCA document "Supporting School Improvement: Emotional and Behavioural Development" will provide a model).

Teachers are expected to demonstrate competency in all the areas listed:

I ask pupils to repeat back to me what they have understood.
I ask students to show me in their work what they have tried so far.
I chunk my explanations and ask simple multi-choice or true/false question as I go.
I use "hands up" to find a student who is confident they have understood, then they can explain it to another.
I use "think, pair share" and lots of thinking time to allow pairs to work through a problem, then check it with the whole class.
I clarify understanding and share learning intentions with clear success criteria for pupils at the outset of learning activities.
I engineer effective classroom discussion, tasks and activities that elicit evidence of learning by regularly using questioning, quizzes, and observation of independent work.
I activate students as learning resources for one another by explicitly teaching strategies like peer-assessment.

I prompt student to elaborate when responding to questioning to check that the answer comes from a secure understanding.

I use assessments to check for prior knowledge and pre-existing misconceptions.

I understand what a hinge question is.

Roles and responsibilities

The **head teacher** will:

- Have overall responsibility for the monitoring and evaluation of pupil progress and achievement.
- Monitor regularly the school processes for assessing pupil performance.
- Ensure that judgements about assessment are regularly made, moderated and recorded, and that evidence of pupil achievement is kept both at the individual pupil and the subject level.
- Report regularly to stakeholders on pupil performance.
- Ensure that Local Authorities, parents and carers receive timely reports on pupil achievement.
- Ensure that all pupils have identified tutor or mentors who can work with them on a timetabled basis to review progress and plan ahead.
- Chair Annual Reviews.

The **SENCO** (or senior leader with SENDCo responsibilities) will:

- Carry out or arrange for an initial baseline assessment of all pupils, and for periodic objective assessments.
- Based on that assessment and on subsequent reviews, work with education and care staff to develop IEPs and other plans that inform classroom teaching and interventions, and approaches to care.
- For pupils who require additional support, produce, disseminate and monitor the impact of a learning support plan.
- Enable regular reviews against targets set in IEPs and other plans, which take into account the range of evidence available of academic and personal progress, and which engage teachers, support staff and care staff.
- Arrange for regular reports on pupil progress, feeding into the statutory annual review process. This should include a pupil contribution.

Subject leaders will:

- Ensure baseline assessments are in place for all pupils in their subject areas.
- Build assessment into their schemes of work. Build assessment into schemes of work

- Moderate teacher assessments where more than one member of staff is involved.
- Supervise the assessments of teachers (where more than one teacher is involved).
- Use subject assessments to inform their short-, medium- and long-term planning.
- Contribute to IEP reviews.
- Prepare an annual report on pupil progress across the subjects.

Class teachers will:

- Ensure assessment underpins all lessons, with transparent objectives, feedback to learners, and effective plenary review.
- Give pupils opportunities to reflect on their learning and understand what progression means in that subject.
- Offer regular written feedback which is positive, explicit about what has been achieved and about next steps.
- Monitor and evaluate pupil progress in their subject/class, using this as the basis for planning of future learning
- Monitor and evaluate pupil progress in the classes they are responsible for, working with subject leaders to use the findings to inform planning
- Be aware of and assess both academic and personal progress
- Report on pupil progress in IEP reviews or reports.

Support staff: will:

- Be aware of the learning plan for the lesson and their specific role within the lesson, e.g. working with a target group or specific individuals.
- Be aware of the assessment objectives for the group or individual that they are working with.
- Record pupil performance in the lessons, as directed by the teacher, for later discussion and planning for learning
- Be aware of and assess both academic progress and personal progress (including progress in relation to behavioural targets)
- Contribute actively to periodic reviews of progress for learners.

Therapeutic/ Clinical colleagues will:

- Offer generic guidance on the interpretation of baseline assessments and how to address specific issues
- *And for children with complex needs will:*
- Contribute to the baseline/admissions (and internal referral) process take the lead on diagnostic assessment in relation to any therapeutic matter

- Play a part in the target setting process and offer guidance to other staff on how they can support any therapy-related target.
- Conduct clinical interviews and assessments of pupils' presenting psychological problems and carry out psychological risk assessments as need arises
- Conduct appropriate observation assessments in class, house units, trips, gym and other living-learning settings and occasionally with primary caregivers
- Provide reports to and be part of the transitional review process.

External support staff will:

- Contribute to the baseline/admissions (and internal referral) process, and take the lead on diagnostic assessment in relation to any therapeutic matter
- Play a part in the target setting process and offer guidance to other staff on how they can support any therapy-related target.
- Conduct clinical interviews and assessments of pupils' presenting psychological problems and carry out psychological risk assessments as need arises
- Conduct appropriate observation assessments in class, homes, trips, gym and other living-learning settings and occasionally with primary caregivers
- Contribute to regular integrated reviews offering their perception of progress and associated evidence.
- Provide reports to and be part of the annual review process.

Pupils will:

- Be able to offer their own views of progress when they join school and at reviews.
- Know what their own targets for development are and understand how they are going to work towards them.
- Play an active part in assessing themselves and each other during lessons and at the end of modules of work.
- Be ready to discuss with identified staff their achievements, difficulties and attitudes to learning.
- Make their statutory contribution to the annual review process.

Parents and Carers will:

- Respond to periodic reports provided by the school, sharing their perceptions of progress made and areas for development identified.
- Be aware of key targets for development set through the annual review process and contribute as actively as possible.

Local Authorities should:

- Provide as much relevant information as possible of the learner's prior attainment, background, learning and behavioural difficulties, as they join the school.
- Play an active part in periodic reviews of progress.
- Be ready to facilitate additional support (e.g. CAMHS) where this is called for by the review process.

Appendix A – draft baseline assessment programme 2020- 2021

	core	How recorded/reported	additional	How recorded/reported
BKSB	Reading Writing Speaking and listening	Pre and entry levels Levels 1 & 2		
Prior attainment (TA or SAT)	Reading Writing Speaking and listening	Used to establish are related levels Pre and entry levels Levels 1 & 2 GCSE levels	Solar	Electronically Used to establish are related levels Pre and entry levels Levels 1 & 2 GCSE levels
BKSB	Using and applying Number Shape space and measures Handling data	Electronically Pre and entry levels Levels 1 & 2		
Teacher assessment	Using and applying Number Shape space and measures Handling data	Used to establish are related levels Pre and entry levels Levels 1 & 2 GCSE levels	Solar	Electronically Used to establish are related levels Pre and entry levels Levels 1 & 2 GCSE levels
Prior attainment (TA or SAT)	Using and applying Number	Used to establish are related levels Pre and entry levels		

	Shape space and measures Handling data	Levels 1 & 2 GCSE levels		
Teacher assessment	Behaviour for learning	Levels 1-Excellent 2-Good 3-room for improvement 4-poor 5-unacceptable		
<u>Personal, social, behavioural</u>	SDQ Boxhall Personal development tracker	Questionnaire Boxall profiles Personal development tracker		
<u>Initial tracking</u>	Attendance punctuality participation	Register and participation trackers		
Prior	Attendance Exclusions	% of previous year/s Number per year/s		

	Date
Agreed	September '201
Reviewed	July 2025
To be reviewed	September 2028

I have read and understand this policy		
Name member of staff	Signature	Date