



Alderman Knight

Assessment Policy and Procedure

Date Reviewed	August 2019
Reviewed By	Hannah Shaw – Deputy Head
Next Review Due	August 2020
Ratified by Governors	

1. Introduction and Aims

Since the removal of National curriculum levels in 2014, Alderman Knight School has worked intensively on developing an assessment system that is relevant, robust and fit for purpose. Assessment of pupils with special educational needs is more complex and due to this, robust teacher assessment is vital. The National Curriculum is broken down into statements and objectives, which show what pupils should be achieving over each academic year in a mainstream school. At Alderman Knight School, these are referred to as age related expectations. Teachers also pull statements from the interim assessment frameworks (Pre-Key Stage Standards) and P level statements. These statements were taken by subject leaders in 2015/16 and transferred into grids to aid assessment of pupils. Progress against these statements is measured over time and rate of progress against these statements is compared to previous data from pupils at Alderman Knight School.

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Definitions

This policy has been written to inform a wide audience including parents, teachers, teaching assistants and other professionals and as such, the language used has been carefully selected to allow all to access the information. The following definitions are included to help support readers from a non-educational background.

Formative Assessment- This is a very important part of day-to-day teacher assessment of pupils. Formative assessment strategies include questioning, discussions, and observations and paired or peer working. It provides pupils with feedback on the learning. At Alderman Knight School, the majority of feedback given is verbal and will include positive comments and how the pupil can improve. Written comments, where appropriate are also provided in pupils' books, so that they know how to improve their work.

Summative Assessment- This demonstrates the knowledge of pupils against a set of assessment criteria to gauge the progress of pupils and measure achievement. Examples of summative assessment include end of unit tests, national exams and standardised testing.

2. Legislation and Statutory Requirements

- For all pupils at Alderman Knight as they have an Education Health and Care Plan (EHCP), this must be reviewed each year. (The school has a review cycle for this and pupils do not have the review of their EHCP necessarily exactly 12 months apart.)
 - Recording and reporting of children's progress is a statutory duty for all teachers.
 - A record must be kept of each pupil's academic achievements, progress and other skills which must be updated at least annually
 - The curricular record must include the results of statutory tests if taken at the end of KS2
 - When a child moves to a new school his / her records as above must be forwarded to the new school within 15 working days

3. Principles of Assessment

A range of school assessment strategies, which can be either formative or summative, informs judgements on pupils' progress. Assessment data is only one piece of the jigsaw in coming to a judgement of overall pupils' progress. There are a number of elements that are needed in order to arrive at a complete and accurate picture of pupil progress.

Teachers' professional judgements are based on their knowledge of their pupils. For example, a pupil may have not made the expected rate of progress, but may well be judged to have made good progress for that child's individual circumstances and learning needs. Equally, a pupil may have met expectations but deemed not to have made good progress, because the pupil was more capable and was under-performing.

Pupils' work in their books is an important aspect of assessment as this gives an overview of progress over time. Assessment is a combination of data, teachers' professional judgement, parents' views, pupils' work in books and lesson observations.

The school works toward an agreed benchmark of 75% of pupils making expected or above progress. It is felt that this benchmark is both challenging and realistic. Where this is not the case, discussions take place with teachers and subject leaders to ascertain what barriers in subjects need to be addressed.

The school has moved away from assessing using National Curriculum levels and started assessing pupil progress using the new stage descriptors based on age-related expectations. Following the Rochford Review and subsequent consultations the P-levels are due to cease. Pupils who are working at very early levels of cognitive development (P1-P4) will be assessed using the Engagement scales. Alderman Knight does not have any pupils at this level of ability. Pupils above this level of functioning are assessed on the arrangements the school has developed. This assessment will merge into the pre-key stage 1&2. Statements, which sit below National curriculum stages, which is the gap between P8 and Stage 1. Therefore, for the pupils who fall into this gap and are 'Working towards the pre-key stage standards and stage one', pupils' moderated work and progress files will be even more important to show progression from what was P8.

Assessment is formative, diagnostic, summative and evaluative and an integral part of all teaching and learning activities.

4. Assessment Approaches

At Alderman Knight 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 (e.g. teacher in class assessment), in-school summative assessment (e.g. teacher devised unit tests) and nationally standardised summative assessment (e.g. national exams).

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At Alderman Knight, we create an ethos and environment in which pupils can enjoy learning and reflect, improve and grow in confidence, which is fundamental to learning. We use a variety of formative assessment techniques including the following:

- Clear focus on learning objectives
- Making the pupils aware of the intended learning outcome
- Effective questioning
- Pupil observations and discussions

- Feedback on learning- Most feedback is oral and immediate. Pupils with communication difficulties may need non-verbal feedback or symbols to augment spoken communication. Written feedback is provided using the school marking stickers.

Formative assessment is used to assess knowledge, skills and understanding. Effective formative assessment is used to identify gaps in pupils' knowledge, highlight misconceptions and to ensure pupils make rapid progress in their learning.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **Subject leaders and School Leadership Team** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

At Alderman Knight summative assessment approaches include:

- End of topic or unit tests which relate to National Curriculum age related expectations
- End of year tests which relate to National Curriculum age related expectations
- All pupils at Alderman Knight have an Education, Health and Care Plan and will have an EHCP review.
- Baseline and school entry assessments

Summative assessment approaches such as end of unit tests provide useful information to improve future learning.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **Subject leaders and School Leadership Team** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception *
- Phonics screening check in year 1 *
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6). However please note the very great majority of our pupils are working below the levels of the test and so would not be entered for the tests.
- Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

5. Collecting and Using Data

The exams officer is responsible for co-ordinating arrangements for gathering teacher assessment data.

5.1 Tracking Progress measured in sub-stages

Pupil Progress against age related expectations will be monitored three times a year by teachers, subject leaders and the senior team.

For each stage there are the following sub-stages:

- Beginning = B
- Beginning + = B+
- Developing = D
- Developing+ = D+
- Secure = S

There are three assessment periods each year:

1. **October**
2. **January/February**
3. **May**

Stages are used in English, Maths and Science and relate to age related expectations i.e. Stage 1 = Year 1 expectations

For other subjects there are end of Key Stage descriptors for KS1, KS2 and KS3. These KS descriptors have been broken down to give stages by subject leaders and teachers so we can use the same assessment system across the curriculum and year groups.

Challenging and aspirational targets are set during the October Assessment period. These targets are based on the following:

To assess the validity of the school's new assessment system, analysis of the English, Maths and Science assessment data for pupils in KS1, KS2 and KS3 from 2015/2016 has been carried out. The NC stages and sub-stages were compared with the NC 2000 levels and how progress was measured using the Progression Guidance. The analysis was based upon the following judgements re sub-stages, progress and quartiles

Number of sub-stages made in a year	Degree of Progress	Judgement
0	None	Inadequate progress/ monitoring required
1	Some	Some progress/monitoring required
2	Steady	Steady progress
3	Good	Expected/good progress
4	Good	Expected/good progress
5	Outstanding	Better than expected /outstanding
6	Outstanding	Better than expected/outstanding.

Progress within Stages:

The expectation is that pupils will make good progress, that is, 3-4 sub stages per year.

Anything below this would trigger a professional dialogue with staff to check if any possible performance. It is expected that teachers quickly identify where a pupil is struggling, so that support and interventions can be made available. Similarly, where a pupil achieves expectations rapidly it is expected pupils are challenged and moved on further.

Pupils identified as under achieving will be targeted for additional support. It is the responsibility of the subject leader to identify most appropriate intervention methods to support these pupils. Any pupils who are achieving more than expected progress or those who are Gifted and talented will also have additional/ different approaches to ensure they are sufficiently challenged and are not allowed to 'coast'.

5.2 Pupil Profiles

The pupil profile is intended to provide essential information related to the education and personal care of each child, and is readily accessible to all adults involved with the child in school. Class teachers / group tutors are responsible for the compilation and regular updating of the profile in liaison with the appropriate members of staff. The purpose of the Pupil Profile is to provide current essential information to all professionals working with the child. These profiles contain current information about the pupil including a pen picture, emergency medical information, Individual Education Plans, and a copy of the EHCP/ Statement as well as any recent reports from other agencies. Where they are needed the pupils will have copies of support plans, Intimate care plans and a communication passport. The Pupil Profile files are kept in the PPA room. There are issues of confidentiality regarding these files: while we need them to be easily available we must also be vigilant of who has access to them. All pupils will have a Pupil Profile within 4 weeks of school entry; this is the responsibility of the tutor team and should draw on information provided by previous settings.

5.3 Pupil Progress files

All pupils have a progress file. These files are used to support the data in demonstrating progress across their time at Alderman Knight School in all subject areas.

Each pupil will have 3 pieces of marked and staged work added to their file across the year with a piece of work being added in line with the assessment periods.

5.4 My Learning Maps

Learning maps are included in the front of all pupils' workbooks (Primary pupils-English, Maths and Science). They contain information on the staff working with the pupils in the subject and any accreditation being followed. The data is displayed clearly, so anyone picking up the book can see if the pupil is on target. Reading and Spelling ages from the beginning of the academic year are also displayed for staff information. Learning maps also contain short term subject related learning targets. Good practice to go through these with the pupils and discuss on a regular basis progress towards the targets. These short-term targets are to be reviewed at least termly.

5.5 Records of Achievement

This file is an opportunity for pupils' achievements to be recorded and celebrated. Where possible the pupils themselves should be included in the selection and presentation of materials for inclusion. The file should be updated throughout the year and can be shared with parents at parents evenings and review meetings. Pupils are encouraged to develop the processes of recognising, recording and evaluating their achievement, setting goals and action planning. In Year 11, pupils' achievements are celebrated in an Award Ceremony to which parents, Governors, friends and other pupils are invited.

5.6 Accreditation

At Key Stage 4 pupils follow a wide range of accredited courses as appropriate to meet their need. These include GCSEs, Entry levels, vocational courses. ASDAN and Functional skills. Where required evidence is collated and internally moderated by school staff. Work is then sent for external verification in the summer term.

5.7 Baseline and School Entry Assessment

On entry to the school, all available information is used to identify an appropriate teaching and peer group. Subject leaders will work with subject/ class teachers to enable a baseline assessment of current knowledge, understanding and skills in each subject area to be attained and compared with information provided from previous setting. This will be used to plan learning. Subject learning objectives for pupils will be set within 4 weeks of the pupil being in school. Baseline testing may include nationally standardised comprehension, spelling and single word reading tests and teacher devised tests based on age related expectations.

5.8 Literacy levels

All pupils will be tested at least twice an academic year using standardised tests and reading, spelling and comprehension ages provided to staff to support planning. An additional diagnostic assessment (LASS Lucid Assessment System for schools) may be carried out to provide a more in-depth profile for specific individuals or groups of pupils. These support targeted intervention work.

5.9 End of Key Stage Assessment

Arrangements for end of Key Stage Assessments will be carried out in line with DfE guidance.

Statutory Assessment at Key Stage 4 is based on one of the accredited courses followed.

6. Reporting to Parents

Headteachers at maintained schools, including maintained special schools must prepare annual reports for every pupil's parents. Headteachers must make arrangements for parents to discuss the report with their child's teacher, if the parents wish to do so.

6.1 Involving Parents/Carers

Parents and carers know and understand their children better than anyone else. It is important to see them as partners in the education process and encourage a two-way flow of information between home and school in which parents/carers contributions are valued. It involves parents/carers sharing information with teachers about their children's development, interests, strengths and needs. This will help the adults involved to plan learning opportunities for children that will use their interests and extend their experiences. Equally, this sharing of information will provide support to parents/carers, helping them to build on this learning at home.

6.2 Full school report

Pupils have one full school report each year. These reports summarise the progress the pupil has made in all areas of the curriculum and identify areas for development and future action. Reports need to be written succinctly and give sufficient information so that it is clear what have been the main achievements and what the next steps in the learning need to be.

There are a parents and carers evening arranged to coincide with the writing of the reports, so parents and carers can meet with subject teachers and discuss them in details.

6.3 EHCP review meetings

The annual review meeting is a statutory requirement to review a pupil's entitlement to provision for their special educational need. The meeting focuses on the pupil's EHCP and progress throughout the year towards the outcomes agreed as priorities at the previous review and within the pupil's plan. Any amendments will be agreed at that meeting. There is a timetable for these meetings. Reviews are held in year blocks at the time the school

believes is most appropriate. They are not held on the anniversary of the issue of the pupil's final EHCP or statement.

6.4 Individual Education Plans [IEPs] – linked to EHCPs

The outcomes identified at the EHCP review form the short term targets that support pupils in the next stage of their learning. The IEPs are reviewed and written two times a year and it is intended that across the course of the year all the 12 month outcomes are addressed. Pupils and their parents are involved in reviewing progress towards their outcomes.

Pupils are expected to have their IEP drawn up based upon their EHCP within 4 weeks of entry to the school. This is the responsibility of the form tutor.

Progress towards the outcomes on IEPs form part of the discussion at parents' evenings in the autumn and summer terms.

7. Training

Training on the schools assessment system is provided as part of teachers' induction to school. Newly qualified and trainee teachers are provided with a mentor and have a bespoke package of support which includes assessment.

Staff are kept up to date with current developments and stay abreast of good practice through staff meetings, which are held on a Tuesday and Thursday (Teachers only) after school. These meetings may take the form of pupil progress, CPD, moderation or subject leader meetings and are held as part of teachers directed time.

The Headteacher and Deputy Headteacher (Teaching and Learning) are responsible for ensuring all staff have access to continuing professional development opportunities on assessment.

Guidance for writing and carrying out EHCP reviews is provided in the Staff guidance. The Transition manager also supports with this process. All new staff are supported in writing reports and carrying out reviews by the Deputy/Assistant Headteacher or the Head Teacher

8. Roles and Responsibilities

8.1 Governors

Governors 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 pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

8.2 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 pupils 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

8.3 Teachers

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

9. Monitoring and Moderation

9.1 Monitoring

Monitoring is carried out in order to ensure that policies are put into practice, procedures are followed and planning, teaching and learning are of a high quality. It includes classroom observations by the senior team and external consultants, subject leaders, governors etc. and scrutiny of teacher's planning, pupils' work and assessment

9.2 Moderation

Moderation is organised by subject leaders after each assessment period. Pieces of work from each teacher are provided for pupils working at the same stage. These pieces of work are scrutinized and a moderated stage agreed.

Subject leaders have set up moderation files. These files are very important in demonstrating understanding and consistency of teacher assessment against the stages and across the school. They are excellent collections of marked and moderated work that enable staff to see easily and clearly what a particular 'sub-staged' piece of work may look like in a particular subject.

All subjects have these files, which will be added to as the year goes on following the moderation periods. (The moderated pieces will be copied so a piece can be added to the pupil's individual file as well.) Any staff teaching or supporting in a subject need to ensure they take time to review the moderation file to help improve their knowledge and understanding of the stages and enable them to support planning for progression.

10. Links with other policies

Assessment is an integral part of teaching and learning therefore this policy should be read in conjunction with the following school documents:

- Curriculum policy
- Teaching and learning policy
- Planning policy
- Marking policy
- Exam policy
- Statement of how Alderman Knight is working to reduce any difference in progress between recognised groups of pupils