



Villa Real School
together we achieve

Assessment Policy

2019

Responsibility: Louise Burns

Date: September 2019

Signed and Adopted by the Governing Body:

Chair of Governors

Date: 04.11.19

Date to be reviewed: September 2020

RATIONALE

Assessment at Villa Real School is continuous and of the whole REAL curriculum. Assessment is during and after learning and to ensure and assure progress for all. Assessment starts at each child's unique starting point. Our assessment schedule focuses on moving our pupils/students onto the next stage of their learning and moving between key stages and pathways; and for life beyond school.

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool used by the School to raise attainment and accelerate progress.

Regular feedback given to pupils/students on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupil's/student's learning styles, attainment, progress and the next steps in their learning. Assessment assess recall and memory within each area of the REAL curriculum. By reporting to parents/carers informally, at parents' evenings, and in a written report at the end of the year, teachers and parents/carers work together to raise the standards of our pupils/students.

Detailed analysis of assessment information plays a crucial role in School Self Evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole School level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the Governors to have a clear understanding of the performance of the School.

The school has a detailed Quality Assurance monitoring calendar which details all assessments.

REAL Assessment at Villa Real School

Regulation – Physical and sensory

	Measure	Evaluated by	When
NHS OT programmes	Objectives written in EHCPs	OT/class staff/SENCo	EHCP Weekly visits by OT
Future Steps OT	Programmes written and evaluation after each session	OT/class staff/SENCo	Impact reports after each session Termly review by OT
Hydrotherapy	Objectives written by physios	Class staff/physios/SENCo	EHCP Weekly visits by Physio
Rebound	Objectives written by physios	Rebound staff/physios/SENCo	EHCP Weekly visits by Physio
Sensory room	Objectives written by VI Team	VI staff/SENCo	EHCP, half term visit by Sensory Support, Evidence by class staff after each session
CE	Targets evaluated by CE staff	CE lead	Targets monitored and evaluated by CE team weekly
VI/HI sessions	Objectives written by Specialist Teaching staff	Evaluated by Sensory Support/SENCo	EHCP/half termly visits
Soft play	PECS targets	Class staff	Ongoing
TACPAC	Monitoring of progress through scheme	Class staff	Ongoing
PE /swimming lessons	Progress within subject	Class staff/Subject coordinator	B squared
Music lesson	Progress within subject	Class staff/Subject coordinator	B squared

Emotional well-being

	Measure	Evaluated by	When
Resilience training	Progress of any mentoring sessions	Resilience team	As required by programme
Camhs	Objectives set in CAMHS reports	Class staff/SENCo	EHCP/TAFs
PSHCE	Progress in curriculum studies	Class staff/Subject coordinator	B squared
Kidsafe	Progress made in any sessions	Emma Baker	As required by programme
Leadership opportunities	What opportunities have they had?	Class staff	EHCP/end of year reports
TAF meetings	Any contributions made by pupil/student and impact of their contributions	Safeguarding Team	6 weekly
Positive rewards	Any awards, certificates successes that the pupil/student has had	Class staff/Jamie Hall	Half termly
House	Any house points awarded and for what sort of things?	House Captains	Half termly
VB Mapp	Progress against programme	ASC Team/class staff	As required by programme
SNAP	Monitoring of levels	Class staff/Behaviour team	As required by programme
Behaviour monitoring	Specific improvements in behaviour	Class staff/Behaviour team	As required on behaviour watch

Access to the World and Adulthood

	Measure	Evaluated by	When
SALT	Progress against objectives and in therapy sessions	Class staff/Eiklan team/SALT/SENCo	After every session/SALT/SENCo
Intensive Interaction	Progress against objectives and in therapy sessions	Class staff	After every session
PODD	Progress against objectives	Natalie Fitzpatrick	As required by programme
Objects of reference	Progress and development	Class staff	As required by programme
Makaton	Progress in use and understanding	Class staff/SALT	As required by programme
Tactile activities	Which used and progress using them	Class staff	As required by programme
Eye gaze equipment/software	Progress and development	SALT/ Class staff	As required by programme
I.T./iPads/Computers	Progress in IT curriculum. Use of IT cross-curricular	Subject coordinator	B squared
Toileting/feeding	Progress against objectives set	Class staff	As required by programme
TEACCH	Progress through TEACCH system	Class staff	EHCP
Transitions	Any relevant transitions taken place	SENCo	Key points

CIEAG programme	Visits to work places, colleges, Careers curriculum, visit by employers	Careers lead	Termly
Road safety/Independent travel	Any work done on independent travel and progress with it	SENCo	EHCP
PECS	Progress through system.	Class staff	As required by programme

Learning

	Measure	Evaluated by	When
Curriculum Learning Journals	Progress within each subject/learning objective	Class staff/MMT	B squared/Termly monitoring
Extra-activities	Extra-curricular activities	Class staff/subject coordinators	EHCP/annual reports
Towards adulthood Independence	Progress in independent living skills	Class staff/subject coordinators/SENCo	B squared/Termly monitoring EHCP/annual reports
External accreditation	Any taken and award	Louise Burns	B squared/Termly monitoring
Educational Visits	Which visits undertaken, links to the curriculum and impact on learning	Class staff/subject coordinators	Termly monitoring

PURPOSES

The purpose of assessment at Villa Real School is to provide information: -

- The REAL curriculum pulls together all aspects of learning in a holistic way to capture progress across the entire REAL curriculum.
- For children to demonstrate what they know, understand and can do in their work
- To help pupils/students understand how well they are doing and what they need to do next to improve their work
- To assess the progress against therapist's objectives
- To re-evaluate regulation for learning
- To allow teachers to plan work that accurately reflects the needs of each pupil/student
- To track the attainment and progress of individual pupils/students, groups and cohorts of pupils/students and thus inform future planning
- To review curriculum planning
- To provide the pupils'/students' next teacher with information which will ensure a smooth transition and promote continuity and progression across the School
- To provide receiving schools or colleges with information to ensure the pupil's/student's swift transfer and continuous progress
- To provide the SMT with information which allows them to monitor and make judgements about the effectiveness of the School and identify strengths and weaknesses in the curriculum and to utilise this information to inform School Improvement Planning (SIP)
- To provide Key Stage leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their Key Stage
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area
- To provide Governors with information on the School's performance to aid their monitoring procedures
- To provide regular information for parents/carers to enable them to support their child's learning
- To assess if further referrals need to be made
- To provide parents/carers with information about the performance of the School
- To improve memory and recall skills
- To plan for those not keeping up
- Objectives set by education, health and social care need to be "threaded" through provision within Villa Real. Our REAL objectives outline this and are reviewed s on-going document to ensure continuous provision.

RESPONSIBILITIES

Headteacher

- To maintain an overview of assessment in the School
- To monitor and develop consistency across the School
- To analyse assessment data and utilise the information to support School Improvement Plan and thus raise standards at a whole School level
- To ensure that statutory requirements are met
- To monitor and evaluate the policy in practice
- To inform Governors about the School's performance

Deputy Headteacher

- To have a clear and detailed understanding of what the assessment information means about the School's performance
- To utilise assessment information to raise standards at a whole School level
- To manage the whole School data systems (BSquared, Durham Scales, Behaviour Watch, CPOMS, Earwig, SIMS)
- To collate assessment data and utilise the information to support School improvement and thus raise standards at a whole School level
- To review and update the policy
- To keep up to date and inform staff on latest information and requirements
- To co-ordinate and monitor AfL throughout the School
- To ensure that progress is mapped through the use of Golden Threads to measure progress against EHCP plans

Key Stage Leaders

- To examine trends regarding standardised testing
- To utilise assessment information to inform them of the effectiveness of practice within their Key Stage and to use this information to raise standards
- To plan appropriate interventions to meet the needs of individuals and groups

Subject Leaders

- To ensure plans include clearly defined learning objectives and identify and record assessment
- To advise colleagues on assessment and recording in their subject
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area
- To develop intervention plans as required for their subject

Class Teachers

- Identify challenging learning objectives and assess them through Medium Term Plans (MTP)
- To set individual challenging targets based on EHCP targets
- To input progress data into BSquared
- To carry out ongoing formative assessment in accordance with this Policy
- To carry out summative assessments in accordance with this Policy
- To prepare and write reports for parents/carers, colleagues and other agencies
- To provide examples of assessments to subject leaders for assessment moderation
- To ensure assessment information informs planning

PRINCIPLES

The principles of assessment at this School are: -

- To feedback to pupils/students about their attainment and progress, being specific about what the pupils/students have done well and what they need to do next
- To involve pupils/students in their own assessment
- To keep manageable records
- To keep parents/carers informed about their child's achievements and progress and enable them to help their children make further progress
- To keep Governors informed about what the assessment information says about the performance of the School

PROCESS

ONGOING FORMATIVE ASSESSMENT

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:-

- Informing pupils/students of the learning objectives and success criteria for each lesson in a variety of methods via timetables, PECs etc.
- Questioning throughout the lesson in order to judge pupil understanding
- Observations – either focussed or interactive
- Work walls
- Quick quizzes
- Providing regular opportunities to review learning against the success criteria throughout the lesson
- Involving the pupils/students in peer and self assessment by setting pupil/student targets and success criteria which help them assess their own progress and the progress of their peers within lessons and over longer periods of time (where able)
- Planned assessment against learning objectives in medium/short term planning

- Displays which celebrate achievement and progress
- Feeding back to pupils/students on an ongoing basis both verbally and in writing matched to the age and the individual needs of the pupil/student
- Focussed marking using learning objectives and success criteria (see Marking Policy)
- Work Scrutiny
- Carrying out systematic interrogation of data using B Squared, SIMs, Earwig, the Durham Scales Project and SCERTS to identify any gaps in learning
- Using assessments and feedback from marking to inform the next stages of learning and planning
- Ongoing review of REAL objectives based on outcomes set in EHCP
- To review therapist's objectives

ASSESSMENT OF INDEPENDENT LIVING IN PREPARATION FOR ADULTHOOD

It is vital that our pupils and students are prepared for everyday life and their journey into adulthood. Assessment information for this is captured via the targets set in EHCPs and REAL objectives. Assessment information utilised includes annual reviews, photographs that hold summative information on an annual basis alongside assessment folders holding references to videos and a selection of visual data.

STANDARDISED ASSESSMENTS

WRAT4, WRIT, PHAB and Vernon tests are used bi-annually to track progress on standardised tests for students P4 and above. These tests may be utilised more often for diagnostic reasons.

OBSERVATIONAL ASSESSMENT

Observation is a key tool and is used in:

- Observation in Early Years
- Observations are undertaken during Assessment Weeks in the class, yard and hall
- Observations are a considerable part of SCERTS
- Independent Living is assessed/accredited through ASDAN in Key Stage 4 and 5, B Squared in other Key Stages

SUMMATIVE ASSESSMENTS

Assessments of pupil's/student's levels are carried out twice a year in order to track attainment and progress at an individual, group, class, year group, Key Stage and whole School level. This information is also used to identify pupils/students who need additional support and to set the focus of discussions in Key Stage and Performance Management Meetings.

DATA ANALYSIS

Subject Co-ordinators look at their data twice a year and use this to analyse progress and identify interventions and next steps. The Headteacher utilises the class teacher reports and the assessment data in B Squared to carry out an analysis of the data. This information is utilised to inform the :-

- Key Stage and Performance Management Meetings discussions,
- School Self Evaluation
- Termly Headteacher Report to Governors
- School Improvement Plan

END OF YEAR/KEYSTAGE ASSESSMENTS

A summative assessment is made at the end of each year across all subjects and reported in the annual report to parents/carers.

Assessment data is reported annually to the Local Authority/DFE at the end of:-

- Reception
- Year 1 (Phonics Screening Test)
- Year 2
- Year 6
- Year 9
- Year 11
- Year 13

ASSESSMENT WEEKS

Every half term, pupils/students will be assessed against the learning objectives within subject areas. All evidence will be recorded on earwig and monitored by MMT.

MARKING AND FEEDBACK

Marking and feedback is used to raise achievement, set targets and help pupils/students to improve. Marking and feedback should inform pupils/students about what specifically they have done well and the next steps to take (see Marking Policy).

ASSESSMENT MODERATION

- EYFS and Year 1 and Year 2 are moderated by the LA
- Assessment moderation is also carried out by the Deputy Headteacher with subject leaders of other schools in order to ensure consistency

EXTERNAL ACCREDITATION

A range of external accreditation has been introduced in KS3-5; including AQA Entry level in English maths and IT, ASDAN Entry level in PSD and Employability and NCFE Entry level in Occupational Studies.

MONITORING AND EVALUATION

- The Headteacher will ensure this policy is implemented consistently throughout the School using strategies such as discussion with teachers, pupils/students and parents/carers, work scrutiny, lesson observations, learning walks and sampling teachers' planning
- Key Stage Leaders will carry out monitoring of weekly planning on a half termly basis and will carry out assessment moderation and work scrutiny as part of this process
- Literacy and Maths subject leaders will carry out monitoring on a termly basis and will carry out assessment moderation and work scrutiny as part of this process
- Subject coordinators will look at assessment practices within their subject as part of their regular monitoring of their subject

REPORTING TO PARENTS/CARERS

Reports to parents/carers are given verbally at parents' evenings along with written information on the pupil's/student's attainment and their targets. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. These reports are based around progress within the REAL curriculum.

They inform parents/carers of: -

- How their child is performing in relation to their past achievements
- Their child's strengths and any particular achievements
- Areas of development and improvement
- How they can help
- Whether the child is happy, settled and behaving well

In addition meetings with parents/carers to discuss their child's progress can be arranged at a mutually convenient time. These meetings are additional to Annual Reviews and Care Team Meetings.

EQUAL OPPORTUNITIES

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils/students and of all groups of pupils/students
- We carry out data analysis of pupil/student performance identifying areas of development for all pupils/students and groups of pupils/students taking action where underachievement is identified
- We recognise and value all forms of achievement