

GRANGEWOOD SCHOOL ASSESSMENT POLICY

November 2014

This policy should be read in conjunction with the Eden Academy Assessment Framework and Reporting Guidance

What is assessment?

Assessment at Grangewood is viewed as essential, and an integral part of effective teaching and learning. The purpose of assessment is to provide information for a range of audiences to enhance the provision at the school.

Aims of Assessment (Why do we do it?)

- To gather information about the performance of individual pupils, groups and cohorts so that it can be used to inform target setting at a range of levels, including for individuals, groups of pupils and as a whole school.
- To promote inclusive practice by ensuring all cohorts of pupils are making similar progress
- To monitor special provision to ensure it is proving effective both in progress of pupils and related cost
- To gather information to inform teachers and ensure consistency and progression as pupils move up through the school and change teachers
- To track individual progress and identify/address individuals and/or groups of pupils not making the expected progress
- To ensure pupils are making progress in line with national averages within similar cohorts

Our Assessment Quads

For the purpose of assessment and reporting we use our assessment quads:

<p>Quad 1 P levels <i>(National Data)</i></p> <p>All pupils from Reception to Year 6 are assessed in each strand of English, Maths & Science. From the end of Year 1 onwards we are able to quantify the amount of progress made and how many pupils have made this progress. This information also unable us to track our progress with national data (including VA scores) through the CEM project</p>	<p>Quad 2 Targeted Learning Outcomes (TLOs) <i>(Personal progress)</i></p> <p>At the start of each academic year teachers write each pupil 12 Targeted Learning Outcomes. Each learning outcome describes what 'Good' progress for each pupil in each strand will be. If the pupil achieves beyond the learning outcome progress is recorded as being 'Outstanding'</p>
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<p>Quad 3</p> <p>Staff Judgements</p> <p>For each of seven areas - concentration, independence, relationships, emotional, attainment, communication & physical staff are asked to decide if the pupil has made outstanding, good, satisfactory or inadequate progress using the guidance provided. Once these judgements have been made an overall judgement about general progress can be made.</p>	<p>Quad 4</p> <p>Comparison of different groups of pupils</p> <p>Using all the results the progress of different groups of pupils can be compared.</p>
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Who is assessment for?

- Pupils, who will know
 - what they are doing well
 - what they can do better in
 - what they are trying to achieve
 - how they can do this

- Class staff, who will know
 - where a pupil is starting from
 - which pupils are making progress in different areas of the curriculum
 - which pupils need monitoring and tracking
 - if their teaching is effective in all areas of the curriculum

- Parents & Carers, who will know
 - if their child is making progress
 - if there are any issues to be addressed
 - what they can do to support the learning of their child

- Head teacher, Governors and Senior Teachers, who will know
 - which pupils are making good or outstanding progress
 - which pupils are causing concern and therefore need to be monitored or tracked
 - if there are specific groups of pupils whose progress is causing concern and therefore need extra input
 - if there are groups of pupils whose specific provision is particularly effective
 - which aspects of the curriculum need developing across the school
 - how the progress of the pupils compare to others in the country
 - how the school scores compare with previous years
 - how the school is progressing against its targets
 - what the impact of the school improvement plan has been – particularly any curriculum related developments

In these ways, the assessment process addresses the five values that underpin all our work both at Grangewood and across the academy. They are Inclusion, Focus, Quality, Integrity and Collaboration

How we assess at Grangewood

Assessment is carried out in several ways at Grangewood

1. formative – the information gained ‘forms’ or affects the next step in learning.
2. summative – systematic recording of information which leads towards a summary of where pupils are at a specific point in time. This is an essential tool for identifying progress over time.
3. diagnostic – finding out where gaps lie in children’s skills, knowledge & understanding, which may prevent them from making expected progress.
4. evaluative – informing the strategic planning & direction of the school by evaluating the impact of planning, teaching and the curriculum on pupils’ achievements.

How it works at Grangewood

Each pupil has 2 folders in which progress is recorded – a blue ‘*Curriculum Folder*’ and a white ‘*Assessment Folder*’.

The Curriculum Folder contains details of the current planned learning for each pupil in the form of ‘learning outcomes’. The progress the pupil is making against each learning outcome is recorded as often as is needed against each in an ‘evaluation’ column. These observations are recorded by all staff who work with the pupils and is used by the class teachers to inform the ‘next step’ in a pupil’s learning when new learning outcomes are written. This information is also used when writing annual reviews and reports. It is also used to evaluate and write new targeted learning outcomes.

The ‘Assessment Folder’ contains details of a pupil’s progress at the end of each academic year. It is split into 5 sections as below:

1. Annual Context

This section is in 2 parts. Firstly we record the specific provision in place for the pupil during each academic year e.g. music therapy, or physio. In the second section staff record significant events that may have helped or hindered a pupil’s progress during the year. This section ensures we have information for Quad 4.

2. Staff Judgements (Quad 3)

In this section class staff are asked to say if the pupil has made outstanding, good, satisfactory or inadequate progress in each of 7 areas – concentration, communication, emotional development, physical development, independence, developing relationships and attainment.

3. Targeted Learning Outcomes (Quad 2)

These are set at the start of each academic year and describe what ‘good’ progress for each pupil will be in each strand. There are 12 set every year and 10 in the Foundation Stage. Teachers are asked to make predictions using continuum of skills development materials. If a pupil exceeds the target then progress is described as ‘outstanding’. For pupils who join between September and Easter TLOs are written towards the end of their first half term in school and assessed with the rest of school in July. For those who join after Easter TLOs are written with everyone else’s towards the end of term for the new academic year.

4. P Levels (Quad 1)

Every June each pupil from Reception upwards is assessed in P levels for English, Maths & Science. Each pupil’s P level is assessed by the class teacher and agreed by a moderator for each subject. If a pupil joins the school in year 1 or above their P levels are assessed towards the end of their first half term in school. At the start of each Key Stage each pupil is given a targeted P

level for the end of that Key Stage – this is recorded on the annual tracking document and is to ensure high expectations of the progress of all pupils.

5. PSHE profile

This is completed each June by the class staff and summarises the progress of each pupil against statements in PSHE. It records the development of the pupils over their time at Grangewood. This recording system is currently under review

Other assessments also take place within school by a range of professionals. The information from these assessments is also used by the class staff to influence planning and each child's personal curriculum.

- a. **The Speech & Language Team** complete annual diagnostic assessments to ascertain the language development of each pupil. Depending on ability they are either assessed using the 'Living Language Scheme' or the 'Derbyshire Language Scheme'. The results of these assessments are kept in a pupil's green 'SALT' folder along with the Speech & Language plan for each pupil.
- b. **The Occupational Therapist** may also complete assessments both in motor function and for sensory integration purposes. Reports and programs as a result of these assessments are kept in pupils' red folders
- c. The **Physiotherapist** makes similar assessments & recommendations.
- d. **Creative Therapists** within the academy are expected to use RESOS. (Relational, Emotional, Sense of Self Developmental Framework) in order to monitor and record pupils development during Creative Arts Therapist. It can also be used by other professionals when needed.

The Early Years Foundation Stage

Assessment in the early years is very similar to the main part of the school. Each pupil has both a curriculum folder and an assessment folder. Careful observation of the pupils in EYC ensures that a thorough record of their progress is kept in their curriculum file.

There is a statutory obligation to report pupil's achievements against Early Learning Goals as pupils leave EYFS.

Progress towards them should be tracked using the 'Eden Academy EYFS Assessment Profile'

At Grangewood, we:

base line the pupils within half a term of entry and set personal targets (10) to achieve by July of the same academic year

in July of each year, report the percentages of pupils who have met these targets

Teachers in EYFS within the academy will moderate the profile by attending an academy wide moderation meeting each June.

Classroom Practice (How this is shared with pupils)

Teachers encourage pupils to be aware of their TLOS and how they can work towards meeting their targets. The way this information is shared with pupils is differentiated according to need and focus for learning.

Staff need to ensure that formative assessment processes are integrated into classroom practice.

The assessment for learning language, developed from MAPP, should play a central role in order to ensure core language is learnt early to be applied later

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Monitoring progress

For each year the assessment coordinator compiles a tracking document for each pupil. These are looked at 2 times in the year. In January teachers say if they think each pupil is on track to meet their annual P level target in English & Maths. In January/February they are asked if the pupil is on track to make good progress against their Targeted Learning Outcomes and what 'staff judgement' they are projected to make in each area.

Similarly in the EYFS we monitor progress against EYFS profile, TLOs and staff judgements at mid year (January/February) and against Early Learning goals during the summer term, completing assessments in all areas in July of each year.

The information gained in January/February is used to identify which pupils may be falling behind expectations. The assessment coordinator identifies these pupils and discusses actions with senior staff, class teachers and when appropriate, in a multi-professional meeting. Strategies implemented as a result of these discussions include additional EP involvement, additional sessions of OT (often sensory integration) or other therapies, intensive interaction or Sherborne session and individual timetables. All provision is reviewed regularly in monthly multi-professional meetings

How do we report progress?

To Parents – at the end of the summer term class teachers compile an illustrated report of pupils' progress and achievement during the year. This report also includes pupils' current P levels and the results of their progress against their targeted learning outcomes. New targeted learning outcomes for the next year are also sent home with the report. Progress against targeted learning outcomes is discussed at annual review.

To Staff & Governors – following the collection of results at the end of each summer term a report is compiled for staff & governors in 4 sections to reflect our 'Assessment Quads'.

Conclusions from this report will be included in the School Improvement Plan and performance management targets as necessary. Staff are also given a summary of the progress of their class group so they can reflect on the progress of their pupils and how their teaching may have affected results. It also means that staff can decide which pupils are causing concern and will therefore be on the tracking list.

The report leads to governors setting whole school targets for the coming year.

How do we make sure this is done?

The Assessment Coordinator and the Head Teacher ensure that the policy is implemented consistently throughout the school by discussions with teachers and parents. Monitoring pupils progress against P levels, TLOs and Staff Judgements twice a year will ensure we have the opportunity to identify pupils who may be falling behind expectations and ensure provision is adapted as necessary.