



Ashgate Specialist Support Primary School  
Crossacres Rd, Wythenshawe, M22 5DR  
Tel:0161 359 5322 Fax: 0161 437 8601  
email: [admin@ashgate.manchester.sch.uk](mailto:admin@ashgate.manchester.sch.uk)  
Headteacher: Diane Wolstenholme B.Ed.Hons

## POLICY STATEMENT

### Assessment and Recording

**Article 3** (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

**Article 23** (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

**Article 28:** Every child has the right to an education. Primary Education must be free. Discipline in schools must respect children's dignity.

**Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights as well as respect for their parents, their own and other cultures and the environment.

Date policy updated	December 2016
Reviewed, Consultation and Ratified	December 2015 January 2016 November 2017 Oct 2021
Review date	Oct 2022



## 1. Aims

- 1.1 The school wishes to set out a systematic policy for whole school assessment and record keeping.
- 1.2 To ensure that the range of assessments available are used to inform practice in school.
- 1.3 To provide staff, parents, pupils and other interested professionals with an accurate, up-to-date account of the pupils progress within school.

## 2. Principles

- 2.1 Ashgate School is committed to ensuring that all children achieve their full potential.
- 2.2 We strive to develop a robust assessment model which meets the holistic needs of our pupils and compliments our bespoke curriculum.
- 2.3 Our approach to assessment is that 'one size does not fit all' and we therefore utilise a system which draws on a basket of approaches to create a full picture of each child's progress and achievements; feeding into highly individualised pupil planning, aspirational target setting and appropriate interventions.

## 3. Basket of Approaches

Thorough **Assessment for Learning** is at the crux of all our assessment tools. The children are continually observed and monitored by highly reflective members of staff who tune into their responses and development. Class teachers record their own day to day assessment of pupils' learning against the learning objective/intention. Assessment files are kept which hold the evidence used for formative assessment in each class. This qualitative data sits alongside quantitative data and enables appropriate next steps to be effectively planned for and adapted where necessary, depending on each child's individual circumstances, ability level and needs.

**Individual Education Plans (IEPs)** – Highly ambitious, child centred targets are set for each child in school. They are specific to the needs of the child and their barriers to learning to ensure that their holistic progress is not limited to classic academic measures. Outcomes are linked closely to the various elements in the different sections of a child's EHCP. Teachers liaise with other professionals such as Speech and Language Therapists, Physiotherapists, Occupational Therapists and Art Therapists to ensure that their expertise is included and planned for. Where appropriate, teachers also draw on the information gained through the completion of the Boxall Profile. The targets are agreed, monitored and reviewed with the Senior Leadership Team.

**Mapping and Analysing Personal Progress (MAPP)** - MAPP is a suite of materials developed by The Dales School, North Yorkshire to facilitate the planning, assessment and recording of progress in relation to personal learning intentions. It provides a way of recognising lateral progression and ensuring a deep learning of the child's priority IEP targets. The Continuum of Skill Development (CSD) is used to evaluate progress against each child's starting point, according to its four aspects; prompting, fluency, maintenance and generalisation.

**Education Health and Care Plan Review Meetings** – The child centred review meetings bring together parents and professionals to discuss the children's priority targets for the next key stage both at home and at school as well as planning for transitions. This supports pupils so that they are exceptionally well prepared for the next stage of their education. The child's wishes and feelings are included via the One Page Profile and where appropriate the Child's View form. Parents' Views are also collated and form a significant part of the

discussion. Successful steps towards meeting targets for the next key stage are recognised, recorded and celebrated.

**PPR (Pupil Progress Records) Target Setting:** Teachers use their specialised knowledge of the individual child to set challenging targets in their PPR in Communication & Literacy, Cognition and Numeracy including Computing, Knowledge & Understanding of the World, Physical Activity, Creative and Expressive Arts and PSHE & Life Skills at the start of each academic year. These are validated and rigorously scrutinized by the Senior Leadership Team, peers and external professionals to ensure maintenance of high expectations. Each child's progress towards meeting their targets is reviewed on a termly basis. The results are carefully analysed by the Senior Leadership Team, whole school progress is calculated and specific cohorts such as class groups, ethnic minority groups, Looked After Children and those on Free School Meals are compared to check that all groups are achieving equally well. A report is sent to Governors who offer appropriate support, challenge and scrutiny of the data. Subject leads and class teachers are informed of children who need additional support so that interventions can be planned for accordingly.

**Engagement Model** - The engagement model is an assessment tool that helps schools meet their duties in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. The model has 5 areas: **exploration, realisation, anticipation, persistence and initiation**. Progress through each of the 5 areas of engagement is measured by identifying how established the pupil is against each of the areas of engagement. This will differ for each pupil according to their profile of needs as set out in their Education, Health and Care (EHC) plan. The engagement model is used in conjunction with our school's existing planning, assessment and recording systems through the PPR and IEPs. Effective use of the engagement model is based on regular observational assessment and is central to understanding what the pupil knows and what they can do. It is the most reliable way of building up an accurate picture of the pupil's progress.

**Moderation** - There is a clear and rigorous moderation process. The yearly plan for moderation ensures that the core subjects are moderated and a range of ability levels. Each term members of staff, including Teaching Assistants, Teachers and SLT meet to moderate specific pupils or pieces of work. They record their judgements and where they have been agreed, these pieces of work are then collated in the moderation portfolio and taken to be externally moderated at the Greater Manchester Special School Moderation Meetings. Ashgate also meets with moderators from the Local Authority to scrutinise judgements and ensure the accuracy and robustness of its data.

**Case Studies** - Individual Focus Groups are a vital opportunity to discuss children who are flagged up as not making expected progress via teacher assessment, during moderation meetings or data analysis. The meetings provide a forum to draw on inhouse expertise and inform a multi-agency approach to ensure that timely interventions are meaningfully introduced so that all children make the best progress possible. A systematic cycle of reviewing the interventions means that children receive an excellent standard of provision. Equally, if a pupil is progressing more quickly than anticipated, a new target is set for the end of the year, to make sure s/he is attaining the highest standards and achieving as well as they should. Due to the complexity of our children's needs and circumstances, comparisons between their rates of progress do not always present a fair picture. Individual case studies, allow us to compare the child to themselves and ensures constant review of progress over time.

**End of Year Reports** – These are sent out to parents at the end of the academic year. They celebrate all the work, experiences and progress that their child has made at school that year. The reports are discussed further with their child's class teacher during Parents' Evening, clearly identifying the next steps and potential of home learning in this process.

**My School Life at Ashgate Files** – Throughout the pupils' time at Ashgate School, their significant moments, achievements and experiences are captured in their individual files. The document records each child's journey of key times and is a celebration of their unique life at school. The photographs, certificates and detailed annotations evidence specific achievements which cannot be reflected elsewhere. The files are monitored by the Senior Leadership Team during lesson observation feedback sessions. They are shared with parents at EHCP Reviews, Parents' Evening and at the Leavers' Assembly in July, when the Year 6 children take them home.

**Quest for Learning** - Quest for learning is a guidance and assessment resource which is to support teachers and classroom assistants of pupils with profound & multiple learning difficulties (PMLD), providing ideas for and pathways to learning. Quest considers the complex interaction between the sensory impairments, motor disabilities, medical needs and cognitive processing difficulties the learner experiences. It takes a holistic view of the child by focusing on how they learn and acknowledging their different abilities and achievements. Quest also considers the pupils preferred sensory and learning channels and their ways of processing information. Early communication, cognitive and sensory skills that are the foundations of all future learning and crucial to an improved quality of life are all key learning priorities. Quest celebrates the different abilities of the pupils with the most complex needs and recognises interactions in new settings and situations as valid progress, similar to the learners' development of new skills. Key milestones which pupils achieve are visited in different sequences, according to the needs and abilities levels of the pupils. This allows the skills and learning of our pupils to be acknowledged individually.

**Assessing Pupils working on the National Curriculum** – Where pupils are working within the National Curriculum, teachers refer to the statutory requirements set out in the document, as well as the Pre-Key Stage Standards for Key Stage 1 & 2. The National Curriculum sets out the Programmes of Study for all the curriculum areas and indicates what children should be taught in Years 1-6. Our children need this breaking down further and so teachers utilise other resources eg; the Northern Ireland Curriculum to plot smaller steps of progress. Teachers baseline their children when they move onto the National Curriculum and with high expectations, set targets which are challenging and ambitious. These targets are monitored by the Senior Leadership Team and reviewed during pupil progress meetings as part of the termly lesson observation process.

**The Early Years Provision** – The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). The Reception Baseline Assessment (RBA) is a short statutory assessment completed with the class teacher in the first six weeks in which a child starts reception. For those children disapplied from the Reception Baseline due to their SEND, we are developing our own **Ashgate Developmental Assessment** based on the Birth to 5 matters Document with additional information from Quest for learning and Mary Sheridan. In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile must be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND must be made as appropriate. Results need to be shared with parents & carers and the Local Authority.

EYFS Children also have also have an IEP, with outcomes related to their EHCP which are assessed termly.

**Self Assessment** - Some children are able to self-assess and reflect on their own learning. Pupils are encouraged to talk about what they have been learning, including how they can improve, and the progress they have made. Symbols are used to support this process and ensure that it is meaningful to the child. Visual representations of individual pupil targets are used as appropriate to enable pupils to be actively involved in reviewing their progress.

**End of Key Stage Assessment** - Pupils within Years 2 and 6 are mainly disapplied from sitting the formal end of Key Stage tests because they are working below the required level to sit them and are assessed through teacher assessment. However, a small number of our pupils are working at the appropriate levels and do sit the Key Stage 1 Phonics test either in Year 1 or 2.

At the end of Year 2 & Year 6, where appropriate children are assessed using the **Pre Key Stage Standards**.

The pre-key stage standards are provided for the statutory assessment of pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks. If a pupil is working below the standard of these pre-key stage standards, their outcome should be reported using the engagement model.

Ashgate School is proud of all our children's achievements and uses a total communication approach to share this with our pupils, for example the use of facial expressions, symbols, verbal praise, rewards and certificates in assembly. This is feed back is also communicated to parents verbally or via the home school diary so that they too can celebrate the progress their children make.

The drive and commitment of all staff to promote pupil progress is unwavering and results in excellent outcomes for learners. Through our dedication to the continued development and review of our basket approaches, individualised targets and interventions remain robust and appropriate to the needs, age and starting point of each child.