



Ashgate Specialist Support Primary School
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POLICY STATEMENT: 2

Assessment and Recording

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Reviewed, Consultation and Ratified	December 2015 January 2016 November 2017
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Assessment and Recording Policy

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. 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 English, Maths, Science and PSHE 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.

P Levels - Teachers baseline the children on the P Levels when they are new to school or entering Key Stage One. They revisit this at the end of the academic year to measure the progress that the children have made. The data is also collected by the DfE for Children working at P1-4.

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 have progressed beyond the P Levels and are working on the National Curriculum, teachers refer to the statutory requirements set out in the document, as well as the **Pre-Key Stage Standards**, Key Performance Indicators which are published by the National Association of Headteachers (NAHT) and Hamilton Trust. The National Curriculum sets out the Programme of Study for Spoken Language and indicates what children should be taught in Years 1-6. Our children need this breaking down further and so teachers utilise the Northern Ireland Curriculum for Communication 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 – All pupils are baselined in the first half term of starting school in the EYFS. Class teachers make detailed observations under the prime areas of learning and specific areas of learning. They utilise Developmental Matters to support the assessment of the children throughout their time in the Early Years and are also considering the use of the Early Excellence Baseline Assessment tool.

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 Tests - 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. 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 fed 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.