

THE ST. CHRISTOPHER SCHOOL

Academy Trust - Special School

Mountdale Gardens, Leigh-on-Sea, Essex SS9 4AW

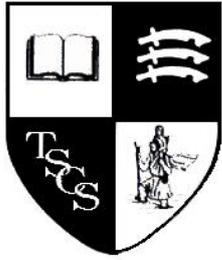
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THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST ASSESSMENT POLICY

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1. AIMS AND OBJECTIVES

Assessment is an integral part of teaching and lies at the heart of promoting children's learning. It can provide a framework within which educational objectives may be set and pupil progress charted and expressed. It forms the basis for planning the next educational steps in response to a child's needs. The foundations of assessment will be based on each child, as an integral part of their learning. Assessment will be used to identify individual needs and inform a curriculum that will facilitate the achievement of maximum potential for every individual across the broad ability range.

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

2. TYPES OF ASSESSMENT

At The St Christopher School we use a combination of formative and summative assessment as outlined below:

Formative Assessment (Assessment for Learning – AFL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. Elements of this can be seen within all classes.



Healthy School



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INVESTOR IN PEOPLE

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support
- involve children in recognising their own progress

Summative Assessment (Assessment of Learning)

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative assessments:

- identify attainment through one-off standardised tests
- record performance in a specific area
- provide age standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

Methods Used:

Assessment and Reporting in the Foundation Stage

The early years monitor the early learning goals by using the Early Years Progression Wheel (see Appendix 1) which monitors the seven key areas of development. Aspects are coloured in each term when a child achieves a particular goal. The staff also report on the characteristics of effective learning which is passed on to parents and to the year one teacher to ensure effective transition into KS1.

Across the School

Tapestry

Tapestry is used to record progress and learning via an online journal that can be accessed by staff and parents. Information can be shared online, e.g. parents and staff can upload videos/photos/work. Staff and parents can communicate with one another on pupil's progress and development and evidence can be linked to EYFS developmental stages. Currently our primary department plus some secondary classes are using this.

B-Squared

B-Squared is used across the whole school (except for the 16-19 students). This breaks down the National Curriculum and the p-scales into small step objectives. Completion is set at 75%. It enables staff to see very small amounts of progress by the percentage completed. This information is then fed into CASPA (see CASPA paragraph for more information).

Tracking Documents

Each class (except for the 16-19 Annexe) has an Excel spreadsheet where we monitor pupil's progress more closely. B-Squared information is recorded at the end of every term within this spread sheet for maths, English, PSHE, *Computing, *E-safety and *Science (*these have been monitored this year due to the NC changes). This ensures that B-Squared is updated on a regular basis but it also highlights how much progress a child is making and the areas that we may need to focus upon in the future. We rag rate progress (0-25% red, 26%-75% yellow and 76% green) so it is very easy to see how a child is progressing. Staff are also able to comment on pupils progress within these areas so any anomalies can be quickly explained so all staff are aware when they are examining the data.

CASPA

Pupil data from B-squared is fed into CASPA (Comparison and Analysis of Special Pupil) where we can analyse progress between and across groups in school and compare against national standards. CASPA makes available the information needed for self-evaluation and to drive school improvement. CASPA provides a rich set of comparative data to allow the bench-marking of attainment and progress for both individual pupils and cohorts within the school and presents analyses to meet the needs of all those who require access to such information.

Case Studies

We have been gradually building up our portfolio of case studies with the aim that every child in the school will have a case study. This is a holistic view of the child and looks at their development and learning since the very beginning of their time at our school (some include information about the difficulties faced before they joined our school). Softer data can be recorded within these, aspects that are often not included within B-Squared – e.g. toilet training, behaviour, etc. These are often presented within a PowerPoint presentation and will include a variety of media such as pictures and videos. Each case study is unique to each individual child.

SALT Wellbeing Scale

The SALT Wellbeing scale enables us to understand how speech therapy has helped our pupils to progress within everyday situations or how they feel. For example; level of anxiety, confidence, independence, rigidity, interactions and emotional wellbeing are all ranked on a scale from -5 to 5. This is monitored each term and recorded by the class teacher. Movement among the scale can then be monitored to help recognise the impact of speech therapy. It also helps to highlight any areas of difficulty that the child may be facing so intervention can be put into place.

Life Skills

Life skills is an area which is in development. Currently the some KS4 staff are using an assessment scale to monitor the progression of specific skills, e.g. cleaning teeth. This was inspired from 'Functional Curriculum' by Paul Wehman and John Kregal. Children's progress is monitored using specific stages (correcting, modelling, clueing, prompting and self-scaffolding). This is currently being trialled to see if we can identify progress easily and effectively.

Life skills assessment for children working at a higher is currently being developed by staff (level 1 upwards). The aim is to have key topic areas (such as 'Keeping Safe', 'Self-care') which span across four stages of progression. By monitoring the number of objectives completed it would enable us to monitor the progression of life skills. This is planned to be rolled out across the school in from Autumn term 2016.

Assessment and Reporting in the 16-19 Annexe

16-19 Annexe currently uses BKSB. This is an eLearning provider for GCSE and Functional Skills in English, Maths and ICT. They believe that identifying and developing a learner's own individual need is key to ensuring that they progress and succeed in education, employment and life. The BKSB online learning platform guides them through this journey. They guide the learner through their unique process of identifying precise skill gaps, and then offer tailored programmes of learning to raise their skill levels. BKSB is used by local colleges and training providers to initially assess learners levels. Students from the Annexe are therefore prepared for these assessments and are able to score well as they are familiar with the system.

The students in the 16-19 Annexe are encouraged to review their own ISP targets, saying whether they feel they have achieved the target or not and the justification behind this. This encourages them to understand and take responsibility for their progress and how they can move their learning forwards.

Whole School Database

Whole School Data Base – a spreadsheet that contains student data and information and includes the following:

- Reading ages
- Attainment levels for English, Maths, Science and PSHE
- Annual review/EHC targets (achievement)
- ISPs (achievement)
- Attendance
- BMP (Beh. Man. Plans)
- Incidents
- Pupil discussion forms
- Exclusion information
- SALT access
- Pastoral access
- Club access
- Residential trips
- School and learning council reps
- Exam access
- Action learning

From this spreadsheet we are able to analyse any combination of information, e.g. Boys who are on BMP's who have been excluded. Pupil premium students English progress for those who accessed SALT, etc. There is four years worth of academic data so pupil progress is easily identified.

Day to Day and Other Aspects

Reading tests – completed each year across the whole school and recorded in the whole school data base

EHCP's – reviewed and updated once a year or more if needed. Within these there are aspirations and yearly targets set for each individual pupil. The progress within these targets are recorded on the whole school data base and monitored.

ISPs – individual targets are set each term linking in with the yearly targets set within the pupils EHCP. These are reviewed at the end of each term and progress is monitored through the whole school data base.

Work Scrutiny – at various points throughout the school year pupils books are examined to ensure work is organised and marked effectively and that progression can be seen in pupils learning.

Cross School Moderation – at various intervals throughout the year cross school moderation will take place for different subjects. Representatives from some of the special schools in Southend will get together and moderate a selection of work to ensure we are all marking consistently. This also allows us to have a professional dialogue with colleagues in other schools regarding different subjects, how they are delivered and how progress is monitored.

Whole School Targets – set around pupil progress to ensure we are all aware and mindful of our pupil's academic development. These are evaluated at the end of the academic year.

3. CURRICULUM CONTENT AND TIME

The National Curriculum Programmes of Study and Early Learning Goals are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum. Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability. Teachers use of assessment aims to assess children's progress in relation to the learning journey undertaken for that half term/term or topic; to show how much the child has learned and how learning in the future can be taken forward. Teachers may also use this information when planning subsequent lessons and to identify the success of previous planning (see feedback and marking policy for more information).

4. MODERATION

Regular moderation takes place each term to ensure consistency of levelling across all subjects. A subject will usually moderate once a year within school and with other schools. This is completed with other schools in the local area. Teachers meet in phase groups or in cross phase groups to analyse children's work against National Curriculum level descriptors or Early Years Foundation Stage Profile (EYFSP). During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation.

5. QUALIFICATIONS

If appropriate, pupils will take qualifications in subjects which include; English, Maths, Food Technology, Art, PE and Science and ASDAN. These may be in the form of Entry Level or at GCSE level.

Exam accreditation from:

BTEC
AQA
OCR
Duke of Edinburgh
ASDAN
ABC Qualifications (16-19 only)
Edexcel
Gateway Qualifications via Action Learning

6. RESPONSIBILITIES

The Assessment Co-ordinator will be responsible for:

- Reminding teachers to record assessments for all pupils at the end of each term using the B Squared online system;
- That teachers have adequate opportunities to become familiar with the B Squared Online System and with inputting assessments;
- Providing any relevant training on assessment for new staff and existing staff
- Assessment and target data reports are compiled along with the Headteacher and distributed
- To report whole school data progress to teachers
- To monitor the inputting of data to ensure there are no anomalies
- To correct any data errors (e.g. data not recorded properly)
- To challenge the data from pupils that make minimal amounts of progress or very high levels of progress
- To ensure the data from B- Squared is transferred accurately to CASPA
- To liaise with the network manager to solve any technical difficulties

- To ensure that our school data is passed on to the Local Authority and to CASPA before the given deadline has passed
- To ensure that our assessment procedures are relevant for our school and cohorts and to implement changes if necessary
- To remind teachers to update their pupil tracking sheets every term
- To update and monitor the assessment policy

With regards to SATs

The Deputy Head will ensure:

- EYFS, Key Stage 1 and 2 teacher assessment and SAT data is transferred to the Local Authority for the DfE
- Key stage assessment results are produced and sent to parents (by request)

Each teacher has a responsibility to:

- Complete and record baseline assessments of new pupils within six weeks of the pupil joining the school (12 weeks for English, Maths and Science)
- Assess pupils' progress and measure and record attainment using B-Squared at the end of each Term (minimum requirement)
- To analyse progress against targets for all pupils and identify and implement where pupils require intervention strategies;
- Enter assessment data for their class pupils into the B Squared Online System Termly (minimum requirement);
- Contribute to whole school moderation exercises.
- Use assessment procedures as outlined within this document
- Take part in appropriate assessment training that is offered to staff

Year 2 and Year 6 teachers will also be responsible for:

- Administering the Standard Assessment Tests in English, Mathematics and Science to Year 2 and Year 6 children (as deemed appropriate by class teachers)

7. MONITORING

The Assessment Coordinators' role is to monitor, evaluate and review the effectiveness of our assessment procedures throughout the school. This is achieved in a variety of ways including:

- reviewing planning
- scrutinising work
- discussions with staff and pupils
- observing in lessons
- providing appropriate and useful information on how well pupils are progressing across the school
- monitoring the pupil tracking system
- monitoring B-Squared
- training staff to ensure all are aware of the assessment procedures used at The St Christopher School.

We are committed to ensuring that all staff develop and maintain their skills and are able to make professional decisions regarding assessment. Staff are encouraged to identify areas in which they feel they may benefit from further training during their Performance Management. Training needs may also be identified by subject leaders. Training may be provided in a number of ways including in school provision and attendance on courses.

8. REVIEW

This policy will be revised and updated, if necessary, in line with the school's cycle of policy reviews. Revisions will be presented to the governing body for discussion and approval.

Name: Elspeth Kirk

Date: 06.06.16

Appendix 1 – Early Years Progression Wheel

Child's name: _____
 Group: | _____

Key	Baseline	Autumn	Spring	Summer				

