



KEELMAN'S WAY SCHOOL

ASSESSMENT POLICY

1 Introduction

1.1 Keelman's Way School believes that effective assessment provides information to drive teaching and learning and ensure raised attainment and continuous progression throughout each Key Stage. It is important to give pupils regular feedback on their learning so that they understand their achievements and future targets wherever applicable. Parents/carers attend Education and Healthcare plan reviews in order to discuss the pupils and their work cooperatively with staff in order to raise standards for all students in school. Parents receive a copy of pupil personal plans termly so they are aware of pupil targets and can support accordingly. Our aim is to provide a carefully planned curriculum that can demonstrate the best possible outcomes for all pupils. Keelman's Way School has high expectations for pupils.

2 Aims and objectives

- 2.1** The aims and objectives of assessment in Keelman's Way School are:
- to enable our pupils to demonstrate what they know, understand and can do in their work;
 - to help our children understand what they need to do next to improve their work;
 - to track the progress of pupils and ensure pupils are making maximum progress from their individual starting point.
 - to allow teachers to plan work that accurately reflects the needs of each child and drives effective teaching & learning
 - to provide regular information for parents that enables them to support their child's learning;
 - to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

3 Planning for assessment

- 3.1** We use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught through each curriculum pathway. We have 3 pathways to learning including subject specific learners, semi-formal learners and PMLD learners. We use Equals Schemes of work and progression guidance to support our topic approach to learning. We have a long term plan to cover all aspects of the curriculum.
- 3.2** All pupils have Education Health and Care plans which are reviewed annually. Parents, teachers and other professionals are invited to contribute to the reports

which form the basis of the Education Healthcare plan Review. Senior pupils are invited to their review and their views are greatly valued. We encourage our pupils to reflect upon what they achieve, review their progress and participate in self-assessment. This can be carried out during PSHE with the aid of Makaton signing/symbols, objects of reference, and ICT if appropriate.

- 3.3** At this time, all pupils are disapplied from Tasks, Tests and end of Key Stage formal Teacher Assessment, although this is constantly under review. Class teachers are responsible for planning each pupil's education programme, taking into account information from parents and other professionals.
- 3.4** School has adopted the Early Years Foundation Strategy, Equals schemes of work throughout the key stages, and Routes for learning for certain pupils where appropriate to support our teaching. Where appropriate, we use the assessment guidance in these schemes to help us identify each child's level of attainment.
- 3.5** Keelman's Way school has adopted the PIVATS 5 tool as a means of target setting and assessing pupils on our subject specific pathway. The PIVATS 5 scheme devised for special schools by Lancashire LEA allows staff to enter accurate P Scale assessment scores into a computer data base and receive detailed pupil/cohort graphs/records etc. accordingly. PIVATS 5 also allows school and Head teacher/Governing Body to carefully scrutinise progress/attainment for SSL's throughout the school in terms of individual pupil; class groupings; individual subject areas etc. and build data collection.
- 3.6** Keelmans Way school has adopted the MAPP target setting tool for all pupils across school. This is targets directly linked to individual needs of the pupils and linked to the outcomes from the EHCP.
- 3.7** Keelmans Way school has developed their own database for data analysis of SSL's. The pivats targets and final scores are added and analysed to determine whether pupils meet their targets and are making appropriate progress. The database is also useful to identify areas of strength and weakness within subjects. This gives valuable information to inform the school development plan.
- 3.8** Keelman's Way School has adopted ASDAN, Duke of Edinburgh and EQUALS moving on for Key Stage 4 and Post 16 accreditations and qualifications.
- 3.9** The *Every Child Matters* agenda has been embedded and cross referenced into aspects of planning ,assessing and recording. The impact on pupils safety and wellbeing are monitored and reported in the Annual Review Process.
- 3.8** Pupils' progress is assessed by a variety of methods including:
- observation/assessment by staff during activities e.g. pupil response to stimuli;
 - pupils needing less support when carrying out tasks;
 - successfully completed tasks;
 - quality of work produced as demonstrated in books;
 - consistent achievement of set targets;
 - the ability to generalise skills;
 - discussion with pupils/students where appropriate;
 - evidence of progress on evidence for learning.

- 3.9** Lessons are planned with clear learning objectives and based on data gained from baseline assessment and the level each pupil is working within. Teaching and learning includes appropriate differentiation to meet the needs of each pupil. Lesson plans make clear the expected outcomes for each lesson.

4 Target setting and Tracking.

- 4.1** Annual Targets are set for all subject specific learners in Maths, Literacy and PSD using PIVATS 5. During EHC Reviews we set individual targets for the following year in consultation with parents, and other professionals. These targets inform pupil personal plans. Progress is monitored and targets revised each term. Assessment data is fed into the PIVATS data base on an annual cycle in order to give a detailed overview in relation to progress and attainment. Assessment data is also fed into our own database to give a valuable overview of achievement within key stages, subjects, class groups and individually.
- 4.2** Termly targets are set for all pupils using MAPP. This is set against an engagement scale that is reviewed by assessment leaders each term.
- 4.3** A pupil will be baseline assessed within 6 weeks of being at Keelmans Way School. This will determine the curriculum pathway they will follow and therefore the target setting and assessment route. This applies to pupils who transfer to Keelmans Way School from other provision.
- 4.4** Older pupils review their individual targets and attend EHC reviews wherever appropriate in order to remain involved in their progression and learning experiences .
- 4.5** A tracking sheet is used to make sure pupils are on track to meet their target throughout the academic year. This is monitored termly by teachers. The tracking sheet is analysed at the end of each term by assessment leaders to establish if pupils have met their targets and to make sure all pupils are learning at their maximum capacity.

5 Recording

- 5.1** We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.
- 5.2** Teachers and Teaching Assistants record progress of pupils using Evidence for Learning. This provides a progress journey for each pupil. All evidence is linked to targets and the framework being used.
- 5.3** Records are kept linked to Barry Carpenter Engagement scales and Routes for Learning teaching and learning depending on the needs of pupils.

- 5.4 Progress is closely monitored and records handed over when pupils change class.
- 5.5 Key stage 4 and Post 16 follow ASDAN, Duke of Edinburgh and Equals accreditation schemes to achieve accreditation and qualifications. They record progress and produce a portfolio of work in accordance to the requirements of the qualification or accreditation.
- 5.6 Personal plans: each pupil has an individual education plan which is written and evaluated on a termly basis. Each plan includes a target for Cognition and learning, Communication and interaction, social, emotional and mental health and physical and sensory. Assessment of progress made towards achieving these targets is recorded on the IEP and this information is used to inform the planning of future targets.

6 Reporting to parents

- 6.1 A range of strategies are employed in order to keep parents fully informed of their child's progress in school. Parents/Carers can contact the school if they have concerns about any aspect of their child's work.
- 6.2 Parents have regular contact with school. As various clinics and meetings are held in school; parents have many opportunities to discuss their child's progress with teachers and other professionals.
- 6.3 All pupils have Home/School diaries which are used to inform parents about their learning and to assist parents in supporting their work and homework targets if applicable.
- 6.4 Each term there is a day for parents to drop in to class and look at the work pupils have been doing and have a chat with the class team.
- 6.5 Personal plans are shared termly with Parents so Parents/Carers are fully informed and involved in the progress of their child.
- 6.6 Pupil voice: Pupils have the opportunity to contribute to their annual EHC review by completing a questionnaire that links to informing the review of their feelings and opinions. These are differentiated accordingly.

7 Feedback to pupils

- 7.1 Feedback to pupils is very important as it involves them continually in their achievements/experiences and progression throughout the school.
- 7.2 We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson in the plenary.
- 7.3 Feedback is often given during circle time when pupils are praised for their achievements. Pupils are encouraged to make comments about their own work and the work of fellow pupils in a positive manner.

- 7.4** Achievements are celebrated through the use of praise, certificates, stickers, trophies, special treats, star of the week and prizes. Pupils have their achievements acknowledged in class and within a weekly 'star of the week' celebration assembly.

8 Consistency

- 8.1** All subject leaders/co-ordinators examine examples of pupil's work within their subject area. It is each subject leader's responsibility to ensure that the samples they keep of children's work reflect the full range of ability within each subject. Subject leaders scrutinise assessment data and link this into a Subject Development Plan and any necessary CPD requirements.

9 Monitoring and review

- 9.1** The Deputy Head Teacher has responsibility for assessment, reporting and recording and is responsible for monitoring the implementation of this policy and work in conjunction with the Head Teacher and SMT. This is to ensure that detailed assessment drives effective teaching & learning. The SMT oversee the assessment PIVATS 5 data in order to ensure attainment is occurring and report this to the Governing Body.
- 9.2** Governors are kept informed of pupil progress and achievements through the termly Governors meetings.
- 9.3** Termly meetings with class teachers establish rigorous monitoring of progress and target setting.

10 Additional Assessments

- 10.1** The Swimming Teacher assesses pupils and gives certificates and badges, which are presented to pupils during assembly, and will also mark progress
- 10.2** Educational Psychologists assess pupils when appropriate and visit school at our request and at other times.
- 10.3** Physiotherapists, Speech Therapists and Occupational Therapists carry out assessments where appropriate. Staff are given advice/information relating to each pupil seen and reports are sent to school at least once a year for most pupils.
- 10.4** Feeding Assessment Clinics are held in school. These are run by therapists and attended by pupils, parents and staff.

- 10.6** Assessments carried out by other agencies to enhance learning opportunities for PMLD pupils include:
- wheelchair assessments
 - positioning aids assessments
- 10.7** There is also input from the Health and Social Services Children with Learning Disabilities Team for some of our pupils, and programmes are formulated for families, linking with home and school.

ASSESSMENT/RECORDING MATERIALS AVAILABLE IN SCHOOL

- PIVATS 5 PACKAGE
- EVIDENCE FOR LEARNING
- ASDAN
- DUKE OF EDINBURGH
- PERSONAL PLANS
- RECORDS OF ACHIEVEMENT
- EQUALS ASSESSMENT/ACCREDITATION
- BARRY CARPENTER ENGAGEMENT SCALE
- ROUTES FOR LEARNING
- LEARNING JOURNALS (EYFS)
- MAPP

REPORTING

ANNUAL REVIEWS/EHC PLANS
REPORTING TO PARENTS
REPORTING TO GOVERNORS

Signed..... Date.....

Head Teacher

Signed..... Date.....

Chair of Governors

Spring 2021

To be reviewed 2022

