

Assessment Policy



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1. Introduction

Maple House Schools' assessment and feedback policy is aligned to our curriculum and is an integral part of the learning process. The curriculum is mapped out against end of year, curriculum-related expectations, ensuring quality in depth teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our school generates continuous improvement and supports achievement. All assessment in our school is meaningful and avoids unnecessary recording or tracking. Assessments take the form of observations, discussions, formal assessment of written work, low stake tests and more formal testing. Our approach is inclusive, and we strive for children of all abilities to achieve.

This assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance.

2. Aims

This policy supports the school's intent to provide a caring, structured learning environment in which all pupils can develop academically, socially, behaviourally and emotionally, thus reaching their potential and in which pupils and staff feel safe, secure and valued.

We believe in developing our partnership between pupils, parents / carers and other agencies by taking as many opportunities as possible to involve stakeholders in the progress of pupils in our care.

We believe that the Assessment, Recording and Reporting process should provide us with the information that will enable us to evaluate our own work and help raise the standards of academic and behavioural achievements for all our pupils.

At Maple House we ensure that all children progress through our curriculum and achieve by:

- Monitoring and supporting children's attainment, against CREs, to inform teaching and learning.
- Providing a consistent approach across all subject areas and age phases.
- Ensuring formative assessment and the analysis of skills and knowledge acquisition are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children and the needs of all our learners.
- Ensuring assessment contributes to the Annual Review Process to inform outcomes.
- Sharing meaningful feedback (written and oral) with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Providing children with the appropriate support and challenge children, given their starting points.
- Providing comprehensible information to parents and carers on how well their children are doing in relation to previous learning.
- Holding informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensuring as many children as possible are ready for their next steps in learning at key transition points.
- Recognising and celebrating a wide range of achievements.

3. Scope

The Place of Assessment in the School

The school's policy on assessment will guide practice in several areas:

- It will lead to successful **personalisation**, in that it will enable the school to build up a unique picture of each learner's strengths and areas for development, enabling the school to offer the right curriculum and the learner to make well-informed choices.
- It will enrich **classroom practice** by ensuring that lessons, and the staff / learner interaction, are underpinned by a shared understanding of progression.
- It will support **curriculum planning**: in that awareness of what learners have achieved and are finding difficult should be the starting point for short- and medium-term plans; a broader sense of how learners are responding to what they are being taught should inform the way in which subject and curriculum leaders modify their longer-term plans.
- It will lead to sound **pupil tracking**, through which staff can form a view of both the general progress of individual learners, of their progress in relation to outcomes on their learning journey and of their response to interventions e.g. reading and THRIVE. This can in turn inform future planning for the individual, as well as reporting to parents, carers, other professionals and Local Authorities.
- It will provide an evidence base for **school improvement**, in that pupil progress in its widest sense should confirm the effectiveness of the curriculum, the impact of school improvement priorities, the contribution of a member of staff.

Principles that Inform our Assessment

Maple House School will use its approach to assessment to:

- Enable learners to understand their strengths and weaknesses, their achievements and their targets, and thus to be actively engaged in their own learning.
- Enable staff to know their pupils well as learners, and to monitor progress and forward plan for both individual learners and groups.
- Give staff the language they need to describe achievement and progress, and thus engage in a constructive dialogue with each other, with learners, and with parents and carers.
- Give subject leaders a framework within which they can monitor and evaluate the impact of their schemes of work, the effectiveness of individual teachers that they line manage and the progress made in their subjects.
- Give school leaders a comprehensive and accurate picture of achievement and progress across the school, which can inform curriculum planning, self-evaluation and performance management.

Maple House School will also and particularly want its approach to assessment to:

- Provide a transparent and evidence-based picture of learner progress in relation to behaviour and personal development, which is often if not always the starting point for wider progress. The school collects data daily; this is used to identify progress and inform review processes. This clearly identifies specific types of behaviour relating to learning, conduct and emotional development. This data allows the school to set effective targets for individual pupils to work towards. For pupils deemed to have more complex needs, and particularly those relating to developmental issues, the school will have access to a clinical team and qualified SENDCo to inform the planning of

appropriate provision for individuals. This information may be shared with external professionals such as CAMHS if additional input is needed.

- Describe comprehensively the “baseline” at which learners who join a school start, and based on this, chart and report to parents, carers and Local Authority the progress made by each learner. This will consider literacy, numeracy, and emotional, social, behavioural and cognitive development.
- Help to compare the progress of learners with their peers both within the school and across schools and thus form a view on what represents good progress.
- Gather and triangulate the diverse evidence available of learner development; ranging from external examinations to in-class observations; from data on attendance and physical interventions to pupil self-evaluations about attitudes and achievement.
- Inform the Personalised Learning Plan (PLP) process and show progress in relation to the EHCP.
- Create coherence by drawing together the threads of pupil progress across the whole curriculum, and by enabling all staff to see academic and personal progress in relation to each other.
- Enable all staff who engage with pupils to contribute to the learning and assessment process, recognising the influential role of education support staff and therapy staff alongside teachers.

Assessment for Learning in the Classroom

Good assessment for learning in the classroom can enhance progress, engage learners and help them become better learners. At Maple House School it will be characterised by strategies such as:

- Objective-setting: making objectives clear through discussion; written or picture prompts around the room and/or in pupils’ work; regular revisiting of objectives in relation to tasks and activities that punctuate the lesson. Objective setting at the level of the lesson should also help the learner see where those objectives fit in terms of the bigger picture.
- A focus on progress and outcomes: using pupil-friendly ‘learning outcomes’ and sharing the ‘learning journey’
- Written or oral feedback, which is not only positive, but also constructive, in that it tells the learner what they have done well and what they can do to improve.
- Self- and peer- assessment: giving learners the opportunity to evaluate their own and others work, using the positive approach recommended in the point above, and based on learning outcomes which are shared.
- Plenary discussions, at the end of a lesson or of a sequence of lessons, which allow learners to reflect on (and celebrate) the outcomes they have achieved, what they have learnt, and what needs to happen next.
- Periodic reviews of learning, for both groups and individual learners: these should enable learners to look back over time at their work (both ongoing and tests / exams) and recognise the progress they have made (hooks and mini plenaries).

Assessment Strategies

The type of assessment we choose to use depends very much on what we want to assess. Assessment will be most accurate where we use a range of approaches that allow us to “triangulate”. Amongst the range at our disposal are:

- Observation of pupils engaged in a task.
- Pupil self-assessment or peer-assessment based on learning outcomes.
- Verbal feedback.

- Review of learning with a class or group – for example in a plenary session at the end of a lesson.
- Next step marking which informs future progression.

For assessment as outlined above to be successful and worthwhile certain other features need to be in play:

- Effective tracking of progress through subjects and personal development, taking account of classroom behaviour, response, attendance and punctuality.
- Planned opportunities for moderation within and across subjects and with partner schools, based on systematically collected evidence.
- Long term planning for the subject or aspect of learning to be clear about what we are assessing against: what strands of progression or assessment focuses are there; what are the steps of progression in relation to those strands of focuses.
- One-page medium term planning along with the learning journey/lesson outcome slips which identify what aspects of learning are to be assessed in a particular lesson or group of lessons.
- Emotional, social and behavioural development will be a key focus, with a shared understanding of what this means through THRIVE assessments

4. Assessment, Recording and Reporting Procedure

Pre-Admission

- Pupil referred by LA.
- Initial judgement is made on the school's ability to meet the referral/pupils' needs and match to class/cohort
- Pupil consultation, held at Maple House School with parents / carers and appropriate adults.
- Home visit by a member of the SLT or SENCo if appropriate. Sometimes the young person is visited in their current educational setting.
- Agreement by parents / carers, school and pupils to appropriate contracts and transition arrangements.

Initial Assessment

At the point of entry, prior attainment is requested from the previous setting, including any assessments or testing results for education or clinical interventions. Over the transition period, a range of specific tests are carried out for all pupils as part of an initial screening process using GL Assessments. These may also include a THRIVE baseline assessment, CAT4 test and other teacher assessments based on the needs of the children. An initial reading and spelling assessment takes place within the first 6 weeks.

The purpose of this assessment is to:

1. Provide current information on the pupils' knowledge, understanding and performance levels for a range of literacy and numeracy skills.
2. Establish an individual baseline from which progress can be measured and where necessary, informs the pathway plan.
3. Develop a benchmark that helps to inform the classroom teacher, through class conferences, of strategies and areas of focus or priority.

4. Provide further information, together with pupil records, EHCP to help devise an Personalised Learning Plan, in order to assist the classroom teachers in meeting the needs of the pupil.
5. Help identify specific educational and behavioural targets – short, medium and long term.
6. Contribute to whole school planning, evaluation and target setting.

Ongoing Assessment

1. Initial Personalised Learning Plan produced by the school SEND team within the first half term of admission, based on evidence gathered from relevant sources (Pupil Files, Pupil Summary Reports, admission assessments, consultation with subject teachers). Frequently new pupils are referred without a current PLP.
2. Regular reading tests take place to track progress in reading.
3. PLP's are reviewed termly by school staff in conjunction with the school SEND team, shared with parents/carers and presented at the Statutory Annual Review or earlier as appropriate.
4. Every lesson is focused on having clear outcomes and pupils are given clear feedback about next steps/how to improve.
5. Subject targets are shared with parents/carers at appropriate points.
6. Social and emotional developmental targets are set based on pupils' individual THRIVE assessments. These feature on the PLPs and BSP's and are reviewed termly.
7. The school SENDCo provides input into regular discussion, informing classroom teachers of identified priorities for development; target setting etc.
8. Each lesson is evaluated for general behaviour, effort and academic success through a praise system based on the Maple House Values.
9. Daily, weekly and termly tracking and electronic storage enables the analysis of performance and the monitoring of individuals general behaviour, effort and academic progress. Results are communicated to pupils weekly. These records are used to track general performance and to inform meetings, which consider progress, identify behaviour patterns and support the development of action plans.
10. All teaching / support staff contribute to log any incidents in school and collectively complete THRIVE profiles for the young people which are used to inform the setting of personal targets, and which address school wide issues.
11. Morning briefing meetings are held by the SLT to discuss wider issues across the school this includes behaviour/ Risk/ H& S / Welfare concerns. All relevant teaching and support staff and the school SENDCo/ clinical team attend these meetings.
12. Across KS1, KS2, KS3 progress is tracked against the National Curriculum using National Curriculum Assessment Trackers. In KS4, accreditation criteria are used to support formative and summative assessment.
13. A range of in-school formative assessments are used to continually:
 - assesses knowledge, skills and understanding
 - identifies children's strengths
 - highlights gaps in learning
 - tackles children's misconceptions
 - identifies the next steps in learning
 - diagnoses need for support or intervention
 - informs teacher planning and reporting
 - allows teacher judgements of EHCP outcomes to be made.

In-school summative assessment

In-school summative assessment sums up what a child has achieved over a period, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific

subjects or subject areas. In-school summative assessments inform teachers on attainment and progress within specific groups, classes, learning stages and across school.

Summative assessments are carried out at the end of a project, term or year and provide further evidence and ratification of formative assessment. They take the form of written tests, observations, assessment tasks, photographs or learning journals.

Assessment points are on the school calendar to ensure we track progress in subjects and help students move on to the next level, target or grade where applicable. Data related to student outcomes for assessments will be recorded in Arbor as appropriate and EHCP targets will be updated on one-page profiles in student areas.

National curriculum levels and the requirement to show progress and expected progress were removed in 2015. This was further clarified by a speech by Amanda Spielman, HMCI, in which she said:

“We do not expect to see 6-week tracking of pupil progress and vast, elaborate spreadsheets. What I want school leaders to discuss with our inspectors is what they expect pupils to know by certain points in their life, and how they know they know it. And crucially, what the school does when it finds out they don't! These conversations are much more constructive than inventing byzantine number systems which, let's be honest, can often be meaningless.”

Curriculum and Assessment Planning

All curriculum planning is based on the relevant national curriculum requirements and guidelines. All subject areas have long, medium- and short-term planning (in the form of lesson journeys/outcome slips) and follow Cornerstone or National Curriculum guidance. Slips are highlighted to show pupil achievement.

This process informs teacher planning and delivery in terms of resources, teaching style, assessment methods and level of individual support for pupils.

5. Use of tests in school

Arithmetic and Number Progress Tests

Cornerstones Arithmetic and Number Progress Tests are used to test the children against the CREs outlined in the statutory curriculum for mathematics. These are completed for the stage the child is working at; this is not always the same as their chronological age. The tests are used to assess and establish a baseline and moderation of the previous year's judgements. The tests include a range of non-contextualised questions relating to number and calculation, fractions, decimals and percentages, and basic algebra. The Cornerstones Attainment and Gap Analysis Tool helps teachers to use the results from the tests to inform planning and make summative judgements.

The use of BKSb initial and diagnostic assessments are used to assess Functional Skill and GCSE levels and identify gaps in numeracy skills helping teachers to plan and predict outcomes at the end of KS4.

All students are based lined using GL Assessments for standardised scoring and to evidence gaps in learning, knowledge and understanding. This will allow teachers to understand and target learning outcomes on an individual basis and identify where intervention may be required.

Summative Tests

Cornerstones Summative Tests are used to ascertain what pupils have learned, on a termly basis, in relation to the programmes of study outlined in the national curriculum for mathematics. The tests are based on the statutory programmes of study for Key Stage 1 and Key Stage 2 but are carried out at the stage each child is working at.

The relevant Cornerstones Attainment and Gap Analysis Tool helps teachers to use the results from the tests to inform planning, make summative judgements and compare against other schools nationally.

BKSB end of unit/module tests and progression checks are used to ascertain and demonstrate understanding, informing teachers of gaps in knowledge and to make summative judgements to inform planning.

Monitoring and Support

We use Curriculum Maestro to monitor, support and analyse learning and attainment, and create reports to ensure assessment is an integral part of classroom practice and school improvement. Data from teacher assessments and judgements are integrated into everyday teaching and learning. The Head Teacher monitors the attainment of individual pupils, groups, classes or year groups and school. The system highlights children whose attainment is below the expected level and who may need additional support or intervention. Relevant information is communicated to all stakeholders, including parents, governors and Ofsted.

How assessment outcomes are collected and used

We use a variety of assessment trackers including Curriculum Maestro, GL assessments and BKSB to support our formative assessment methods. The skills and knowledge framework, based on end of year CREs (Curriculum Related Expectations) are used to inform planning in all subjects. The framework breaks the programmes of study into end of year group expectations to show a clear progression. This is not necessarily the chronological year group of the child, but the year groups/stage they are working against. For each subject the skills and knowledge are organised into aspects, allowing teachers to monitor children's breadth of understanding. 'Depth of learning' is achieved once a child has demonstrated an ability to confidently apply these skills in a range of contexts and across other subjects.

Curriculum Maestro records formative and summative assessment and provides the supporting evidence necessary to make curriculum-related judgements. In this year this is a on track or not on track judgement.

Teachers use the information within Curriculum Maestro, moderate work at similar levels across school and with other schools to ensure that their judgements are sound. Summative assessment judgements are based on professional judgement and a variety of evidence, and a more detailed assessment is recorded at the end of the academic year. Children will be deemed one of the following with respect to CREs:

- Above
- Greater depth (within the expected standard)
- Within (the expected standard)
- Just within (the expected standard)
- Below (the expected standard)

BKSB provides detailed data for English and Maths at Functional Skills and GCSE levels whilst providing an online platform for learning. The Basic and Key Skills Builder assessment (BKSB) measures English, Math and ICT skills from pre-entry levels 1, 2, and 3 (which are below GCSE

level) up to levels 1 and 2 (which are equal to GCSE grades 1 to 4). Additionally, BKSB supports up to GCSE Level Science providing assessment data at GCSE Level. Data is collected and the algorithm provides a detailed plan of learning for each student.

Our teachers ensure that children are not accelerated too quickly through narrow strands of the curriculum but ensure that they are fluent in all aspects before moving them on. The skills and knowledge framework allows for children's learning to be extended at an appropriate pace.

Reporting

We provide parents and carers with regularly updated information about their child's academic, social and behavioural progress whilst also ensuring that pupils have information about their own progress so that they know what they are doing well and what they can do to improve and what their targets are.

At the end of each half term an update is shared with parents and carers and pupils will engage with half termly tutor meetings to discuss progress and targets. At the end of each full term (Autumn, Spring, Summer) there will be a parent, and carers open afternoon to share progress, observe books and discuss pupils.

All pupils receive an annual education report with information about all curriculum areas, addressing progress made during the past year. Additionally, there is an attendance percentage and information to show what progress has been made towards THRIVE targets.

If there has been excellent progress on the part of the pupil a member of the Senior Leadership Team may telephone or write to parents or carers to report this at any time. Tutors will also facilitate the sharing of this information regularly.

If serious concerns arise or there is an agreement that more frequent reports will be made to parents/carers, SLT may telephone or may arrange an interim meeting to discuss the issues.

To help them understand, all pupils will be involved in forming the new school rules. All pupils will be consulted as to what would constitute 'Praise' under each of the Maple House Values. What pupils are praised for is easily recorded and reported on. This information is shared with students, staff and parents/carers.

Pupils are given information about their performance and how to improve through the marking of their work. Marking will be done verbally and during lesson time to give meaningful feedback and where appropriate. In assessments, written feedback and marking will be given with an emphasis on what pupils did well to boost confidence.

6. Roles and responsibilities

All staff must ensure that the principles of good assessment, recording and reporting practice are carried out over the course of completing their duties and in line with teaching standards. Assessment, Recording and Reporting is monitored by the SLT through a variety of agreed methods.

Arrangements for the governance, management and evaluation of assessment

Governors:

- monitor whole school data
- monitor assessment practices in school

The Head Teacher :

- moderate teacher assessments and tests
- analyse data for school improvement and reporting
- lead and monitor whole school assessment practices
- ensure students' needs are being met through accurate record keeping and personalised learning plans.

Teachers:

- Integral use of ongoing formative assessment and analysis of skills and knowledge
- make summative judgements at defined points in time
- provide feedback to pupils through verbal and written feedback
- provide assessment information to the Head Teacher, parents and pupils
- provide half-termly reports based on data and a termly written report for each student.

Teaching assistants:

- provide feedback to teachers on pupil's attainment
- provide detailed intervention logs to evidence in-class and targeted intervention.

Parents and carers:

- attend meetings with teachers to discuss their children's attainment
- support children with their home learning

7. Assessing children with SEND

Our school has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and testing to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Alternative methods of recording progress, such as learning journals and photographs may be used. Personal Learning Plans are used across the school to make judgements/observations around the outcomes of the children's EHCP.

Achievement in speech and language, self-care, well-being, involvement in learning etc. are measured to provide a more holistic overview of the progress being made. These are recorded and measured using the Boxall Profile, with involvement and well-being also being measured against the Leuven Scale.

Progress review is ongoing, but regular, formal reviews are held 6 times per year when attainment is recorded and progress measured. The outcome of assessment is reported to the LA/parents/carers at the PEP meeting so that further planning is well-informed. External challenge is provided by governors, social workers, IROs (Independent Reviewing Officers).

In addition to tracking progress towards academic targets, Maple House School tracks progress towards the EHCP Outcomes. Each student – irrespective of their home LA, has a Provision Plan (KCC format provided) which details the Outcomes from their EHCP, the short-term targets that will be regularly tracked and demonstrates the schools assess, plan, do and review cycle. At each Pupil Progress Review meeting the progress being made towards these EHCP Outcomes is evaluated and recorded. Personalised Learning Plans are used in each child's book so teachers can plan for and assess these regularly. This also ensures children are aware of the targets they are working towards.

8. Year Assessment Overview

Please note this is only an overview and will only be completed where in the best interest of the children and where the children are emotionally stable enough to be able to complete the assessments. Assessments will be carried out at the level the child is working at, this is not necessarily the child's chronological age. Personalised Learning Plans are reviewed regularly along with teachers marking books.

School year assessment overview

September	• Ratify/moderate summer data • Baseline testing and Attainment and Gap Analysis (including Cornerstones Arithmetic and Number Progress Test 1/BKSB Diagnostic Assessments) • Teacher performance management • Pupil/Parent meetings
October (End of Autumn 1)	• Y1–Y6 Arithmetic and Number Progress Test 2 and Attainment and Gap Analysis
Beginning of December	• Mathematics summative test (Autumn Arithmetic Test, Reasoning Papers 2 and 3/BKSB progress checks). Attainment and Gap Analysis • Summative tests for reading and SPaG • Writing assessment • Reading assessment • Pupil Progress Meeting with in-year EHCP outcomes review.
December (End of Autumn 2)	• Arithmetic and Number Progress Test 3 and Attainment and Gap Analysis • Autumn Teacher assessment completed • Pupil Progress Meetings • Analyse data
January	• Teacher Supervision Meetings
February	• Arithmetic Test 4 and Attainment and Gap Analysis

March/April (End of Spring 2)	• Mathematics summative tests (Arithmetic Test Paper 1 Mathematics Reasoning papers 2 and 3). Attainment and Gap Analysis • Summative tests for reading and SPaG • Writing assessment • Reading assessment • Spring Teacher assessment completed • Analyse data/moderation • Pupil Progress Meeting (including a review of interventions and in-year EHCP outcomes review)
May	• Arithmetic Test 6 and Attainment and Gap Analysis
June/July (End of Summer 2)	• Phonics test (where suitable for the individual children) • Summative tests (Summer Arithmetic Test Paper 1 and Mathematics Reasoning Papers 2 and 3) and Attainment and Gap Analysis • Summative tests for reading and SPaG • Writing assessment • Transition meetings and class information handover • Pupil progress meeting with review of EHCP outcomes. • Finalise teacher assessments – Summer detailed assessment completed • Data analysis

9. Examinations and Non-Examinations Assessment at KS3 and KS4

Examinations will follow JCQ statutory regulations and policies. Exams centres hosting examinations must comply with JCQ regulations for approved centres.

We offer the following types of qualifications:

- GCSE qualifications
- Entry Level Certificates
- Functional Skills
- The King's Trust Personal Development Qualifications
- AQA Unit Awards

Examinations at Maple House School in accordance with JCQ regulations has the following policies in conjunction with this policy and these are readily available for inspection. These policies and this policy will be reviewed and updated annually to comply with JCQ regulations.

- Escalations Process
- Child Protection and Safeguarding Policy
- Complaints Policy
- Conflicts of Interest Policy
- Data Protection Policy

- Equalities Policy
- Contingency Plan
- Internal Appeals Procedure
- Malpractice Policy
- Non-examination Assessment Policy
- Whistleblowing Policy
- Word Processor Usage Policy
- Qualified Centre Assessor Recruitment Policy
- Candidate Identification Procedure
- Post-result Requests Procedure
- Emergency Evacuation Policy

Policies will follow advice and guidance from the Exams Office and be reviewed annually.

10. Support, Advice and Communication

Support in delivering this policy can be gained by contacting the Headteacher or Deputy Head.

11. Monitoring arrangements

This policy will be reviewed every two years by the Headteacher or Deputy headteacher.