

Assessment and Monitoring Policy



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| Approved by: | Governors |
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| Last reviewed on: |
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| Next review due by: | May 2023 |
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Context:

Paces School is a primary school for pupils with physical disabilities – many of the pupils also have associated learning difficulties including complex needs. A few are working at an age-appropriate curriculum level or just below. The curriculum is carefully differentiated to meet the needs of all our pupils – the use of assessment is an integral part of this and endeavours to celebrate the importance of teaching children how to learn as well as assessing outcome of learning.

Objectives:

To effectively implement a system for assessment, recording and reporting which:

- provides us with the information we need to monitor and ensure pupil progress
- is clear and accessible for all including parents
- involves pupils in their own recording, reporting and target setting as applicable/ appropriate
- can be effectively monitored by the school Senior Leadership Team and Governors.

Aims:

Assessment of and for learning is an ongoing process at Paces School and should be seen as an integral part of interactive learning. The main purpose of assessing a pupil is to enable him/her to make the best possible progress in the development of skills, knowledge and understanding (Assessment for Learning)

Assessment, Recording and Reporting of pupil achievement is needed:

- to lead to improvement in learning outcomes for all pupils
- to inform planning of individual programmes, focusing on priorities for future learning
- to plan for progression, and maintain consistency and continuity
- to provide a whole picture of the learner and the learning process
- to inform the contents of reports to parents
- to promote consistency between staff and others assessing the pupil
- because we are accountable to pupils, parents, Governors, LA, DfE, Ofsted.
- To ensure that all members of the multi-disciplinary team understand pupil levels and how to support progress

Assessment at Paces:

To ensure that assessment can be used effectively to support the wide range of learning needs within the school, it is important to work hard to find the most appropriate way of implementing assessment – to this end a range of different assessments are utilised. These include:

- Pivats- Performance Indicators for Valued Assessment and Targeted learning. Pivats is an assessment tool designed to support the assessment of pupils with SEND. Pivats enables assessment to be broken down into small steps of achievement. It complements our positive 'can do' ethos with the wording of each statement focusing and celebrating what the pupil has achieved. Pupils are assessed twice a year in the following areas: Speaking, Listening, Reading, Writing, Maths- Shape, Space and Measure, Number, Using and Applying and PSED. The focus is on adding value to the pupils EHCP plans, in terms of their outcomes and the targets that are set to support the pupils in working towards achieving these outcomes. Progress for each individual pupil is tracked using our own internal monitoring systems and individual pupil graphs.
- Termly Target system- Each term teachers set termly targets that break down the longer-term outcomes in each individual pupil's EHCP. These targets are set in the following areas of learning; Physical and Sensory, Phonics and Literacy, Mathematics, Social and Emotional and Communication. For pupils working within the EYFS framework targets are set according to the framework in the following areas: Physical Development, Communication, Language and Literacy, Mathematics, Understanding of the World, Personal, Social and Emotional. Throughout the term, evidence is collated by all staff working with the pupils throughout the school to enable the teacher to monitor and assess progress. At the end of each term the targets are evaluated and given a judgement of either: achieved, partially met or ongoing. Brief supporting statements are given to accompany the judgements. This information is used by the teachers to help them formulate appropriate new targets for the next term.

SLT support staff with setting targets and half termly data checks allow the Head and Deputy Head Teacher to meet with each teacher to discuss the progress of the pupils in their class against their targets. This allows the opportunity for targets to be reviewed and strategies to be implemented for pupils who are unlikely to achieve a particular target.

- All pupils in KS3 & 4 have the opportunity to work towards an Entry Level or Entry Pathways qualification through the WJEC. Each pupil will receive either an award, certificate or diploma according to the number of credits gained. Teachers in secondary will work with SLT, the pupils and their parents/carers to determine the best subjects for each pupil. See exams policy for more information on the range of options available to pupils.

Baseline Assessment:

When a pupil first starts school, we will carry out an assessment using Pivats assessment tools in English, Mathematics and PSHE within 2 weeks and again at 6 weeks of them starting school. If a pupil starts in Foundation Stage they are assessed within the EYFS areas of development, again at 2 and 6 weeks.

Early Years Foundation Stage Profile:

It is a statutory requirement to complete the Early Years Foundation Stage Profile on every pupil as they reach the end of the Early Years Foundation Stage. This Profile provides a summary of each pupil's development in relation to stepping stones and early learning goals. Teacher Assessments are made on the basis of accumulated observations and knowledge of the whole child.

Whole School Moderation:

Moderation takes place throughout the whole school in a variety of different ways. For example, staff will be asked to present evidence they have collected for one pupil to support a judgement they have made against a particular Pivats statement or a pupil's individual termly target. Teachers will discuss the evidence and the judgement within a supportive environment. It is important that this is a regular exercise to ensure teachers are as consistent as possible in the judgements they make.

Each teacher has a termly assessment meeting which will take place mid-way through the term. These meetings will be with members of the Senior Leadership Team and will discuss each individual pupil and the progress they have made against their termly targets. The SLT may ask to see evidence or discussion around what alternative interventions or strategies might need to be implemented to support the pupil.

Daily recording strategies across the school:

Pupils at Paces are grouped according to their learning needs and styles. Each class has recording systems in place which best meet the needs of the individuals. Teachers then use the information recorded to assist them in making their Teacher Assessment judgments.

| Examples of recording systems used: |
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| Pupils own work annotated to reflect support provided and marked by the teacher which gives feedback on what they have done well and how to improve. Clear visible progress will be evident. |
| Practical work and observations are recorded, including photographs, annotated and added to exercise books / files. |
| Observations/post-it notes |
| Annotated photographic evidence. |
| Video evidence |
| Daily 'pupil of the day'/star of the week |
| Celebration of achievements in assemblies each week |
| Contributions from all staff |
| Recorded switches/photographs/home school dairy to celebrate achievements with home. |
| Target boards displayed in class |
| Behaviour and reward systems |
| Evidence from home – photocopied and kept |
| Work books/files kept to collate all of the above. |

All evidence involving photographs and video evidence is with agreed parental consent.

EYFS Learning Journeys

In the EYFS department teachers will maintain a 'Learning Journey', where positive achievements, observations, annotated photographic evidence, samples of work are kept across all seven areas of

learning and development. Each child has with them a 'Learning Journal' in which practitioners record observations of learning across all aspects of the daily routine, including structured sessions, child-initiated play and personal care times.

Reporting to Parents

The main method of reporting to parents is through the Annual Review of their child/young person's EHCP. The Annual Review process, where previous targets are reviewed and new targets are set, meets the statutory requirements in reporting to parents. The class teacher writes the progress report with contributions made by other professionals who work with the pupils. The Headteacher monitors the Annual Review reports and the targets set in them.

Parents and carers also receive their child/young person's termly targets, so they are aware of what their child will be working on in school. At the end of each term, they will receive an evaluated version of these targets indicating which have been achieved, partially met or are ongoing. There will also be information about their experiences and learning in other areas of the curriculum.

During the autumn term we hold a parent meeting with each family to discuss how their child/young person has settled into the new school year. There is a second parent meeting during the summer term to review progress over the past academic year and to plan for the next year.

We have an open-door policy and a termly calendar of events to which parents are invited to celebrate pupil achievements, for example, school plays, assemblies, weekly certificates. We also ensure parent workshops, homeschool diaries, phone calls, and topic letters are regular occurrences.

Self-assessment

There is an ethos at Paces School of giving pupils the opportunity to participate in self-assessment. Self-assessment takes place mainly through plenary sessions. Pupils are encouraged to talk about, or communicate what they have been learning, including how they can improve, and the progress they have made. A range of resources and approaches are used to as appropriate to enable pupils to be actively involved in reviewing their progress wherever possible and appropriate. Each class has their own systems for reviewing targets and achievements across the day and as part of the end day routines.

Equal opportunities

By monitoring the curriculum coverage and experience of every individual pupil, and by monitoring the targets that are set for each pupil and their rate of progress, we will as a school be able to identify if all pupils are having access to a curriculum to which they are entitled, and which is relevant to their special needs.

Continuity and Progression

Effective assessment, recording and reporting procedures will enable pupils to make the best possible progress in the development of skills, knowledge and understanding, and will allow greater

consistency of teaching and learning when pupils change class and/or teachers. The Senior Leadership Team monitor pupil progress through scrutiny of daily recording systems and annual review reports, the setting of individual pupil targets, pupil progress meetings and regular lesson observations.

This policy will be reviewed annually by the Headteacher and the Governing Body.