

Beaucroft School Assessment Policy

The core purpose of assessment in our school is to support and plan for the holistic development of the children and young people in our care.

Our starting point is the development of curriculum models within our school that meet the specific needs of our pupils, whilst ensuring that they have their entitled access to the National Curriculum wherever possible.

Any assessment models that we use will reflect the progress within the curriculum that we offer, and will enable us to plan for both the individual pupil and to improve the quality of teaching and learning experience for all of our pupils.

To achieve excellence in assessment we subscribe to the following principles:

- Assessment will address holistic development and change including Independence, Communication, Social and Emotional, Sensory and Physical and Cognition including subject specific learning.
- Assessment will recognise that different groups of students have different trajectories in development, according to their needs.
- Assessment will provide a baseline from which to measure progress and data to track progress along planned pathways.
- Assessment will lead to appropriate accreditation for our pupils and enable them to develop skills to go into the wider community and prepare for the next phase of learning and training.
- Assessment will be informed by the voice of the parents, carers and pupils who are key participants in planning for holistic outcomes.
- We welcome the principles embodied in the new Education, Health and Care plans of linking short-step targets to longer term planned outcomes.
- We welcome the opportunity for multi-agency and therapeutic inputs as part of our target setting and assessment practice.
- Reflection is at the heart of our assessment practice. Assessment will enable us to follow the progress of each pupil closely and to judge when interventions are required, or where adaptations or modifications are required in the teaching and learning experienced by the pupil.
- Moderation within our school is an essential tool to ensure rigour of assessment and continuous growth and challenge in our assessment practice.

Beaucroft School caters for a wide range of pupils in terms of needs, ability and learning styles and assessments or measurements of progress and attainment reflect this diversity.

We see assessment as a powerful tool in understanding our pupils better and thereby being able to focus and monitor teaching, learning and interventions that our pupils need more effectively which ultimately improves performance and raises standards.

Assessment is a continuous process and, although an important responsibility of the teacher, is carried out by all informed professionals e.g. Teaching assistants through the recording completed in each pupils 'Learning and Progress Files'.

Most day to day assessments are based on frequent and informal tasks, observations and questions which prompt pupils to demonstrate their knowledge, understanding and skills.

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The purpose of assessment:

Assessment is used to monitor pupils' progress as well as being an integral part of teaching and learning which informs planning and the setting of targets. Assessment is used to help focus on a selection of short term appropriate learning intentions and to take into account the End of Key Stage learning intentions from pupils EHCP.

Assessment at Beaucroft:

Statutory Obligations:

Foundation Stage Profiles for Reception aged pupils.

Standard testing for pupils working at the required level at Key Stage 1 National Standards and Key Stage 2 National Standards.

Annual Review of Statement or EHCP.

The Engagement Model

Entitlement:

In addition to statutory requirements, the following assessments will be carried out in school.

Assessment Learning Journey

Connecting Steps (From Summer Term 2021)

Accreditation – ASDAN and Functional Skills

Speech and Language – Report as appropriate.

Occupational and Physical Therapy – Report as appropriate.

Assessment Techniques:

Many options for assessment are available and can be used in combination.

Teacher Assessment, when supported by evidence, is as important as any formal tests. Teacher Assessment is ongoing throughout the year and is used to inform planning and teaching.

At Beaucroft School the following techniques are used:

Observations.

Marking and Annotating pupils' work.

Questioning.

Discussions with, and reports from parents and other professionals involved.

Target Recording / Tracking.

Pupil Comments – as appropriate.

Visual evidence including video and photographs.

Pupil involvement in Assessment and Process

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All lessons should provide opportunities for regular, ongoing self-assessment and teacher assessments.

If appropriate pupils will participate in a plenary session at the end of a teaching activity. For most of our pupils, it is more appropriate for them to get feedback during a lesson.

Process of Assessing:

Foundation Stage Profiles:

The Foundation Stage Profile is a summary of our Reception pupil's attainment. It measures attainment in 17 areas of learning known as the Early Learning Goals. These are:

- Communication and Language Development.
- Physical Development.
- Personal, Social and Emotional Development.
- Literacy
- Maths
- Understanding of the World
- Expressive Art and Design

In addition to these, the profile will include information about how the pupil is developing in the 3 characteristics of effective learning. These are:

- Playing and Exploring
- Active Learning
- Creating and thinking critically.

The process of working out attainment is based on the class teacher's knowledge of the individual and observations made throughout the year.

Assessment at Beaucroft

We believe that there are five essential areas of learning and these must be part of everything that we do. Learning takes place all day in every type of situation, location and activity.

The five areas of learning are:

- Independence
- Communication
- Social and Emotional
- Sensory and Physical
- Cognition.

These areas are the backbone of our curriculum that is enriched with our topics.

Connecting Steps

No two pupils with SEND are the same. Whatever challenges our pupils face, we continually strive to provide an inclusive and stimulating curriculum to support our pupils to make progress.

Connecting steps has been developed to identify and record even the smallest of achievements. The assessment frameworks within Connecting Steps cover a wide range of abilities and can be used from Early Years to Post 16.

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The assessment frameworks used at Beaucroft are:

Early Steps - For the assessment of children who are working on the Early Years Foundation Stage (EYFS) curriculum.

Engagement Steps – For the assessment of children and young people who are not yet engaged in subject specific learning.

Progression Steps – For the assessment of children and young people who are engaged in subject-specific learning but are working moderately or severely beneath Age Related Expectations in some or all areas of their development.

Steps4life – For the assessment of learners working towards being fully independent. It focuses on functional skills, life skills and employability skills.

Teachers are expected to update Connecting Steps termly. This will be informed by recording in each pupils' Learning and Progress' file.

The Engagement Model

The Engagement Model is used to assess pupils who are working below the standard of the National assessments and who are not engaged in subject specific study. It replaces the P Scales 1-4. The Engagement Model is used in conjunction with our existing planning, assessment and recording systems. Effective use of the Engagement Model is based on regular observational assessment and reflective pedagogy. Observational assessment is central to understanding what the pupil knows and what they can do. It is the most reliable way of building up an accurate picture of the pupil's progress. The Engagement model is initially used to identify the pupil's engagement during their highest-interest activity. This will enable a baseline to be developed of when the pupil is most engaged. The Engagement Model should then be used in lessons where there is low interest or where progress has plateaued. This will allow teachers to reflect upon, trial and implement different ways to increase the pupil's engagement in their education and development.

Accreditation

During Key Stage 4 all students follow Entry Level qualifications in ASDAN Personal Progress. In addition, some students also follow Entry Level qualifications in English, Maths and ICT where this is deemed appropriate.

Assessment Learning Journey

Every pupil has an Assessment Learning Journey. These identify individual starting points and destinations for the academic year in the five key areas of learning.

The Assessment Learning Journey's are linked very closely to pupils EHCP's. They focus on the long-term outcome (Intent), the provision (Implementation) and the short-term outcomes (Impact).

Target Setting:

It is expected that all pupils will achieve 80% of targets set on Assessment Learning Journey's over the academic year.

In addition to this, it is expected that all pupils will make 33% progress within their assessment framework on Connecting Steps.

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The Assessment Lead will meet with class teachers at the beginning of the year to discuss target setting and review Assessment Learning Journey's.

These will be followed by termly Pupil Progress meetings to review how pupils are accessing learning, share successes and challenges and to plan for any additional intervention or support that may be required to help pupils achieve.

Equal Opportunities

To support pupils who have significant speech and language difficulties, sensory impairments or multiple learning disabilities, alternative means of communication, such as signing, symbols and/or electric communication aids will be used.

Moderation.

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

Every term teaching staff are involved in the moderation process to ensure agreement on criteria for levels both within school and externally with colleagues from other schools within TADSS.

Each pupil has a work portfolio which will include moderated work from each academic year.

Monitoring and Evaluation

The effectiveness and usefulness of the assessment policy and approaches will be monitored and evaluated by the Senior Leadership Team.