



Our vision



Waverley School Whole school Assessment Policy

ASSESSMENT/REPORTS/REPORT KEEPING

Name of School	Waverley School
This policy was drafted/updated on	January 1998, February 2006, December 2008, May 2012, June 2013, 9 th March 2016, 10 th January 2018, September 2019, September 2020, January 2021
Updated	To be agreed at the curriculum meeting on the 21st January 2021 and the Full governing body meeting 22nd February 2021.

INTRODUCTION:

Waverley School caters for a wide range of pupils with varying needs and of different ages, abilities and learning styles. The curriculum, assessment and measures of progress used must reflect this diversity. Assessment is used to enable better understanding of pupils so enabling us to focus on and monitor the teaching more effectively.

Assessment is a continuous process of curriculum planning, gathering, evaluating and reviewing information in order to help students succeed in their all round development. It is an important responsibility of the Teacher but it is also carried out by all informed staff including

Teaching Assistants and Therapists. Waverley School adopts a multi-agency way of working and, therefore, all professionals play an important role when assessing a pupil.

“Assessment should be regarded as a positive process that recognises individual achievement. It should be used to promote learning and social participation in children and young people with special educational needs.” (NASEN 2005)

PURPOSE OF ASSESSMENT:

Assessment, record keeping and demonstrating progress must be an integral part of teaching and learning for all pupils. It is used to monitor pupil progress and to inform planning and target setting. It is not an end in itself but should be used to help focus on the planning of appropriate learning intentions for individual pupils and groups.

PRINCIPLES OF ASSESSMENT:

- Assessment takes account of every aspect of the child’s development: social, emotional, physical, personal and academic, and the influence these areas have on each other.
- Assessment can be diagnostic, formative and summative and as such is an essential aid to the teacher to enhance the process of learning.
- Assessment opportunities need to be built in at every stage of planning the curriculum because assessment is an integral part of the Teaching and Learning process.
- Assessment, recording and reporting needs to be on the whole curriculum, including achievements in all areas of the Early Years Foundation Stage, National Curriculum, 14-19 Curriculum and the opportunities for extra curricular learning provided at Waverley.
- Assessment, recording and reporting throughout the school needs to be accurate, fair and consistent with practice. Moderation is part of the assessment cycle, team planning and development across the key stages.
- Parents/carers and all agencies involved with pupils have a role in these assessment procedures, e.g. parental comments through home/school books, annual reviews etc.
- Assessment will enable progression and continuity and will record situations when this is not possible.
- Pupils and parents/carers will have access to assessments, when appropriate (e.g. Annual reviews of Education, Health and Care Plans, and parent share facility in our Evidence for Learning App).
- Assessment should be positive, meaningful and motivating, celebrating all of pupils’ achievements.
- Where possible all pupils should be involved in their own assessment.

ASSESSMENT FOR LEARNING:

Assessment for learning is the process of identifying and interpreting evidence to enable a decision to be made about where a pupil is in their learning, where they need to go and how they should get there. This needs to take into account their previous rate of progress and their very specific needs.

Assessment should be useful, add to a teacher’s knowledge of the child and to be of direct benefit to the learning process.

ASSESSMENT TECHNIQUES:

Assessment takes place in a variety of ways. It is not just based on formal testing, observations and opinions are backed up by evidence and are used to inform planning and teaching. The following techniques are used:

- Observations
- Scrutiny of work
- Formal assessments
- Discussion with parents and other professionals

- Evaluations on planning sheets
- Pupils assessment of their own work
- Reports from other professionals
- Photographs and Video evidence.

'For pupils with more profound and complex learning difficulties, comments on the quality of learning are important, to describe, interpret and explain the complexities and subtle differences of individual responses'. QCA

ASSESSMENT REQUIRED AT WAVERLEY

The following teacher assessments take place at Waverley:

Nursery and Reception aged pupils (Waverley Pre-school):

- *Waverley School Baseline Assessments* - these are completed within 6 weeks of a child starting school. When pupils are part-time, they will be carried out at the full-time equivalent of 6 weeks attendance. These are written in the 4 key areas of need and contain annual targets linked to EHCP outcomes for each pupil. They are supported by photo/video evidence collected during the pupil's first 6 weeks at school. They are shared with parents at the baseline assessment meeting for each pupil.
- *Early Years Foundation Stage Development* - a baseline is done at the same time as the baseline report. They are then updated at the end of the child's reception year and recorded on 'tracking sheets' stored electronically. (Staff drive, 'dropbox' folder, 'Pupil Information' folder, individual pupil's folders).
- *Individual Targets (GAS)* - The child's key outcomes from their EHCP are recorded using GAS (Goal attainment steps). These are completed annually by the class teacher alongside therapists. Progress is recorded termly and the targets are evaluated at the end of each term and at the end of the year. Pupils' individual GAS targets are uploaded into our Evidence for Learning App, so that teachers can collect evidence against these targets. The evidence collected sits within the PLGs (Personal Learning Goals) within the Evidence App.
- *Daily assessment of progress* - Notes are recorded by the whole staff team in the 4 key areas of need. This information is used to inform future planning and adult interventions for each pupil.
- *Evidence app* - the Evidence for Learning App is used to store progress for each pupil. Teachers complete at least 2 pieces of evidence per week for each pupil. This enables leaders to track the small steps of progress pupils are making.
- *Individual pupil progress summary* - Each term, teachers complete the 'individual progress summary' and have a pupil progress meeting about each pupil. This pulls together all the assessment information we gather for each pupil - progress towards their GAS targets, EYFS assessment, evidence app and daily progress notes. Teachers meet to discuss each pupil's progress. Any areas a pupil is not making sufficient progress in are identified and further interventions put in place. This is moderated by peers.
- *Progress towards EHCP Outcomes* - these are recorded using the evidence app on an ongoing basis (via the PLGs - Personal Learning Goals). EHCPs are formally reviewed annually in conjunction with parents. Existing outcomes are evaluated and new outcomes are set for the pupil. The new outcomes inform the targets detailed in the pupils' GAS document.

Whole School:

- As of September 2019, P levels are no longer used to assess our pupils, in line with DfE and Rochford review recommendations.
- Pupils' progress towards the curriculum taught is recorded via our Cognition, Communication, Physical and PSHE schemes of work. Each curriculum heading consists of 5 steps, each sub-divided into 3 sections. Each Scheme of work is also divided into 4 levels (1 - pink, 2 - amber, and 3 - green, with the level 1 catering for our most complex young people). See Curriculum map (Appendix 1) and curriculum policy for further details. In September teachers highlight which steps each of their students

are working towards in each of the 4 areas. The schemes of work informs lesson planning and curriculum targets for pupils.

- Pupils in year 2 and 6 who are accessing a subject specific curriculum but working below the National age related expectations are assessed annually against the Pre-Key stage standards (pupils working at **Level 3**).
- The Engagement Model is also used in conjunction with the school's assessment systems and procedures, to assess **KS1 and KS2** pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study (pupils working at **Level 1** and **Level 2**). The Model recognises that engagement is multi-dimensional, and breaks it down into five areas that allow teachers to assess how well their pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum and how effective our provision is in empowering our pupils to progress against the outcomes set in EHC Plans. It also enables teachers to assess pupils' achievements and progress against the four areas of needs of the SEND code of practice, evidenced within their individual GAS targets documents: communication and interaction, cognition and learning, sensory and/or physical needs, social, emotional and mental health difficulties.

The five areas within the engagement model are:

- exploration
- realisation
- anticipation
- persistence
- initiation

Each of these areas are interrelated and provide a focus on how well pupils are achieving a specific outcome as set out in their EHC Plan.

The areas are not hierarchical, so there is no expectation that pupils need to demonstrate progress in all 5 areas. Instead, each of the areas represents what is necessary for pupils to fully engage in their development and reach their full potential. The areas also provide the scaffolding to enable pupils to become independent in developing a new skill or concept (*The Engagement Model, a draft guidance for maintained schools, academies and local authorities*, January 2020).

- *Individual Targets (GAS)* - Pupils' key outcomes from their EHCP are recorded using GAS (Goal attainment steps). These are completed annually by the class teacher alongside therapists. Progress is recorded termly and the targets are evaluated at the end of each term and at the end of the year. Pupils' individual GAS targets are uploaded into our Evidence for Learning App, so that teachers can collect evidence against these targets. The evidence collected sits within the PLGs (Personal Learning Goals) within the Evidence App.
- *Daily assessment of progress* - Notes are recorded by the whole staff team in the 4 key areas of need as detailed in the SEND code of conduct and the pupils Education, Health and Care Plans - Cognition, Communication and Interaction, Physical/Sensory, Social Emotional and Mental Health. Some of these categories are further divided within our Evidence for Learning App: Physical/Sensory Outcome and Physical/Sensory (PSED - for baselining and recording progress in eating and drinking, toileting, dressing, independence skills). Social Emotional and Mental Health Outcome (to assess Behaviour), Social Emotional and Mental Health (Citizenship) , Social Emotional and Mental Health (Friendships). This information is used to inform future planning and adult interventions for each pupil. Notes towards progress against curriculum targets are also recorded daily by the whole staff team.
- *Evidence app* - the Evidence for Learning App is used to store progress for each pupil. Teachers complete at least 2 pieces of evidence per week for each pupil. This enables leaders to track the small steps of progress pupils are making.
- The evidence collected is also "tagged" to establish the level of support/independence.
- Half termly assessments (except for PSHE, see below) is collected as follows:
 - English and Literacy, linked to Communication and Interaction Outcome
 - Maths, linked to Cognition Outcome
 - Science, linked to Cognition Outcome

- ICT, linked to Cognition Outcome
- Physical skills and sensory impairments, linked to Physical and/or Sensory Outcome
- PSHE - there are Four sections within this curriculum area, therefore it is to be collected termly, tagged with Physical/Sensory (PSED for eating/drinking/dressing/toileting), Social Emotional, Mental Health (for behaviour, emotional well-being, sensory processing), SEMH Friendships (for social interactions and relationships with others), SEMH Citizenship (role within society, rules, democracy, keeping safe including RSE).
- Moderation takes place termly both internally and externally (with a group of special schools from Enfield and a larger group of special schools from Bedfordshire, Cambridgeshire, Oxfordshire and Hertfordshire - SSMAG)
- Individual Behaviour Plans (IBP) and Behaviour Improvement Plans (BIP) – as appropriate.
- Annual Review of Education, Health and Care Plans.
- Updated Personal Passports and Handover checklists – When pupils change class.

Secondary 4 Department:

- As above as well as the AQA Units award for Post 14 students, which are internally accredited, and for Post 16 students which are externally accredited.

IMPLEMENTATION AND COMPONENTS OF ASSESSMENT USED AT WAVERLEY (as detailed above):

• Early Years Foundation Stage Profile:

The Early Years Foundation Stage Profile is completed 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.

EVIDENCE:

Evidence can be gathered throughout the year in a variety of different forms to demonstrate progress and achievement.

Evidence can also be demonstrated by:

- Video clips
- Samples of work
- Evaluation sheets from lessons/sessions
- Observations
- Photographs

This evidence is used to support assessments against GAS targets, EYFS stages, and are to be captured and annotated through our Evidence for Learning App.

REPORTING TO PARENTS / CARERS:

Written reports are provided to inform parents, carers and other professionals.

These are:

- Annual review of Education, Health and Care Plans
- Outcomes progress sheets and GAS
- End of year Annual Report
- Learning journeys compiled through our Evidence for Learning App.
- Advice written for Education Health and Care plans.
- Transition plans
- Certificates of achievement via class dojo

EQUALS OPPORTUNITIES:

Alternative forms of communication will be used to enable all pupils to learn including signing, objects of reference, communication aids, switches, PODD books, PECs etc. Non-verbal communication, such as gestures, eye pointing or change in body tone may also inform assessments of pupils. Individual learning styles and behaviours must also be taken into account. Resistance or un-cooperative behaviour does not necessarily indicate an inability to carry out a certain task. Teachers may need to modify their approach or how work has been presented.

Pupils should be part of self-evaluation and should be enabled to give their views. Class staff are to give an honest representation of the pupil's perceived preferences and views.

MONITORING AND MODERATION

Pupil Progress is monitored throughout the year in the following ways:

- Moderation of EYFS stages termly (by SLT and teacher colleagues)
- Moderation against the P Scales – from year 1 to year 11, termly on a cycle, SLT and teacher colleagues
- Curriculum planning files and pupil GAS targets – half termly/termly by assistant heads/ Heads of Departments.
- Pupil progress meetings take place to ensure pupils who are not meeting their targets are supported.
- Termly analysis of data will be undertaken by the Deputy Head to identify trends within progress. For instance, whether a specified group is doing particularly well or under-achieving.