

	<b>Name of School</b>	<b>Corbets Tey School</b>
	<b>Policy Review Date</b>	<b>3<sup>rd</sup> February 2021</b>
	<b>Next Review Date</b>	<b>Spring 2022</b>
	<b>Reviewed by</b>	<b>Governor Name: Jeff Stafford</b> <b>Governor Signature:</b> 

## Corbets Tey School Assessment Policy

### Equality Impact Assessment

Corbets Tey School aims to design and implement services, policies and procedures that meet the diverse needs of our service, young people and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. We are confident that this policy does not place anyone at an unreasonable or unfair disadvantage, and is compliant with relevant equalities legislation.

Where the school is referred to in this policy, the policy and the following procedures apply to all staff working for Corbets Tey School on all sites.

### Policy Overview

Assessment is an integral part of teaching and lies at the heart of promoting learning. It can provide a framework within which educational objectives may be set and student progress charted and expressed. It forms the basis for planning the next educational steps in response to a child or young person's needs.

The foundations of assessment will be based on each individual, as an integral part of their learning. Assessment will be used to identify individual needs and inform a curriculum and meaningful, individualised target setting that will facilitate the achievement of maximum potential for every individual across the broad ability range.

This policy outlines the purpose, nature and management of assessment at Corbets Tey School.

The implementation of this policy is the responsibility of all staff.

The Assessment Co-ordinator is **Emma Allen**

## Nature and Purpose of Assessment

Assessment at Corbets Tey School has four main functions:

- a) To help in planning work by informing a teacher about what a student can already do; i.e. what he/she has attained;
- b) To inform teachers, schools, parents and carers about what a student has so far learned to do by the end of a particular stage;
- c) To facilitate **realistic** but **challenging**, functional and appropriate target setting
- d) To identify where further support is needed for students.

The majority of teacher assessment will be an on-going activity in all classrooms assisted by teaching assistants within learning activities and other situations during the school day.

It should help teachers to:

- Plan work matched to student's attainment level;
- Identify where specific help and support is required;
- Encourage and help students progress.

Assessment is an evolving process, and one that is constantly reviewed for its effectiveness, both in meeting the needs of students, parents, carers and staff.

Daily	At appropriate intervals for individual learners	Annually
Questioning	Informal/Individual Assessments	Learning Pathway, Learning Pathway Plus and PAP Achievement Analysis  Annual Reviews of Progress towards Annual Targets and Long Term EHCP Outcomes (including other agencies)  Learning Pathway/Learning Pathway Plus and PAP Reports to Parents/Carers  Progress Review by SLT and Governors
Discussion	Termly Plan Review	
Marking with Student (when appropriate)	Ongoing Learning Pathway Assessment Review	
Annotating	PAP Review	
Observation	Termly Plan Review	
Pupil Achievement Profile (PAP)	Ongoing Learning Pathway Assessment Review	
	Learning Pathway/Learning Pathway Plus and Progress Review by Teachers and SLT	
	PAP Review by Teachers and SLT	
	English, Maths Testing (as appropriate)	

DfE Statutory assessments - Where appropriate

## Effective Assessment

Assessment will be used to;

- Identify personalised targets and priorities for each student
- Inform planning and individual programmes
- Inform and enhance teaching and learning
- Review effectiveness of teaching methods
- Demonstrate progress towards short and long term targets
- Provide a baseline view of students new to the school
- Provide levels of attainment within appropriate small steps
- Record progress and achievement in line with National Curriculum criteria (where appropriate)
- Provide information about curriculum strengths or areas for development
- Meet the requirements of Statutory Testing and Reporting
- Ensure that parents/carers are informed about the progress and attainment of their child or young person
- Provide constructive communication between students, staff, parents and carers.

## Background of Assessment

Students at Corbets Tey School have a range of learning needs and barriers to their learning. Our curriculum offer is individualised and delivered in the most effective ways to maximise students' progress.

Assessment is an important part of this process and we use a wide range of assessment frameworks to suit the needs of each learner. This ensures that teaching and learning is focused on the most functional skills for each student and that progress can be measured and demonstrated appropriately.

The table below illustrates the breadth of assessment systems used throughout the school.

<p><b>Learning Pathway</b></p> <p>For students working below NC expectations. A bespoke, measure of small step progress in essential, foundation skills, based on EYFS Framework Diagnostic tool to identify most functional pathways at Y6 on to NC and/or a life skills based curriculum.</p>	<p><b>Essentials For Living (EFLs)</b></p> <p>Functional, not developmental, assesses acquisition of skills alongside reduction in barriers essential for effective daily living and which result in an improved quality of life. Categorised as "must-have", "should-have", "good-to-have", "nice-to-have".</p>	<p><b>Assessment of Functional Living Skills (AFLS)</b></p> <p>Functional, not developmental. 1900 daily living skills in 66 functional areas, 6 sub-assessment books. Focus on daily functioning and independent living skills.</p>
<p><b>National Curriculum</b></p> <p>Rising Stars Progression Framework to assess 'working towards', 'meeting', 'exceeding' progression statements.</p>	<p><b>Communication, Skill Acquisition and Behaviour Data</b></p> <p>Daily recording of <u>responses</u> support levels, retention, generalisation, duration, latency, frequency, etc. Includes ABC data, Precision Teaching, <u>TacPac</u>, Rebound Therapy, Intensive Interaction, Independent Chains, PECS and iPad Communication data.</p>	<p><b>Verbal Behaviour Milestones Assessment Placement Program (VB-MAPP)</b></p> <p>Developmental, not functional. Assesses individual skills in the areas of Milestones, Barriers &amp; Transitions. Focus on language skills (<u>echoic</u>, <u>mand</u>, <u>tact</u>, <u>intra-verbal</u>, etc.)</p>
<p><b>The Engagement Model</b></p> <p>Assesses through 5 engagement lenses, assesses conditions of learning and teaching strategies and performance not students' progress/learning</p>	<p><b>Marking Codes</b></p> <p>Used for classifying evidence of learning. Assessing learning through levels of support to independence. Measuring support, fluency and generalisation.</p>	<p><b>MSI</b></p> <p>Developmental over four phases. Addresses the particular learning needs of pupils with multi-sensory impairment within eight domains to measure awareness, experience, understanding and learning skills.</p>
<p><b>Pre Key Stage Standards</b></p> <p>Statutory assessment of students engaged in subject-specific study (P5+) who are working below the KS1&amp;2 national curriculum tests standard. S1-4 = working below KS1 expectations (Y2) S6 = working at KS1 expectations (Y2)</p>	<p><b>Rebound Therapy</b></p> <p>A methodology, assessment and programme of use of trampolines to provide opportunities for the development of enhanced movement patterns, therapeutic positioning, building core strength, co-ordination, exercise and communication/interaction.</p>	<p><b>External Accreditation</b></p> <p>ASDAN, <u>EdExcel</u>, etc.</p>

### **Learning Pathway Assessment**

While there is not a typical assessment pathway through the school, as each student has a personalised programme, most students from Reception Year through to Year 6, and working below the National Year 1 expectations, will be assessed using the school's own Learning Pathway assessment system.

The Learning Pathway Assessment System is based on the 17 Early Years Foundation Stage Early Learning Goals and has been designed to provide a structured measure of meaningful progress through smaller steps of essential foundation skills within the Early Learning Goals. Teachers use the Early Learning Goals and Learning Pathway small step foundation skills to make rounded assessments about students' attainment to apply a 'best fit' judgement.

At Year 6, Learning Pathway profiles can be used to determine the most appropriate curriculum and assessment system for each student moving forward into their secondary education. If at Year 6 a student is not achieving the developmental skills in Stage 11 and 12 of the Learning Profile (the equivalent of expected achievement by the end of reception year) then a more life skills based programme and assessment system to measure progress in these functional skills could be more appropriate. However if a student has reached the upper stages of many of the Learning Pathway areas then appropriate future assessment and target setting may be found within the functional areas of the National Curriculum. Learning Pathway can therefore be used as a diagnostic tool to identify future focus for students as they develop skills to prepare for adulthood.

### **National Curriculum Assessment**

Students working at National Curriculum Year Expectations within a specific curriculum area their progress are assessed as an internal tool for moderation to support teacher judgement. These could include:

Years 1 and 2

- Reading
- Grammar, Punctuation and Spelling
- Mathematics

Year 3

- Reading
- Mathematics

Resources for internal assessment could include:

- Twinkl Assessment
- Rising Stars Progress Tests

Our assessment process supports teacher judgements in ensuring the key skills being taught are functional and purposeful beyond the classroom environment. For skills to be functional they need to be fluent and able to be generalised across contexts.

Moderation meetings will then take place to verify teacher judgements of students who are working within the National Curriculum across the academic year.

## Statutory Assessments

### 1.1 End of Key Stage Assessment

Teachers of students in Year 6 and Year 2 will be responsible for assessing each student's ability to take part in the Statutory Assessment Tests (SAT) and to adhere to assessment requirements as outlined by successive Q.C.A. documentation.

### 1.2 Phonics Checks

As part of the national curriculum assessment programme, the phonics screening check is designed to confirm whether students have learnt phonic decoding to an appropriate standard towards the end of Year 1. Children who do not achieve the appropriate standard in Year 1 should receive support from their school to ensure they can improve their phonic decoding skills. They can receive a modified version or part of the test. These children will then be expected to retake the phonics screening check the following year.

Students in Year 1 who have shown no understanding of grapheme-phoneme correspondences will not participate in the check and can be disapplied. If students in year 2 still do not understand grapheme-phoneme correspondences, or are unable to access the materials, they will not participate in the check.

### 1.3 Early Years Assessment

Early Years students will be baselined on entry within the first term in the Autumn Term and then termly using the Early Learning Goals

The Early Learning Goals can be assessed as:

- Emerging
- Expected
- Exceeding

Students are also assessed against the Characteristics of Effective Learning

Our students generally are assessed as Emerging at the end of the Reception year. However it is important to be able to show their progress towards achieving the expected Early Learning Goals throughout the year. This is achieved using an ongoing assessment using the Learning Pathway system.

### 1.4 Year 4 Multiplication Test

As part of the national curriculum assessment programme, the multiplication check is to assess whether pupils are able to fluently recall their multiplication tables up to 12, through a set of timed questions.

If students are considered unable to answer the easiest questions or are working below the national curriculum expectation for year 2 in multiplication tables then they will not take the test.

## **Accreditation at KS4** (Considered at Yr 9 Annual Review in relation to future aspiration)

When students reach Phase 4 they begin a curriculum with a focus on functional skills for life. For some students the key focus will be on further developing functional communication and independence skills. For others where appropriate the key focus will be enabling students to access academic qualifications as a passport to access to progressive further study. We are committed to consider accreditation whilst ensuring the most functional broad and balanced curriculum, considering the most appropriate pathways for each individual student and working in partnership with students, parents and carers to ensure common goals and aspiration.

## Communication and Life Skills Programmes

Students requiring more specialist approaches to learning such as communication programmes (VB MAPP, AFLS, EfL, Direct Instruction, PECS, iPad AAC, Phonics Assessments) will be assessed and their progress data analysed daily to support target setting. Progress will be illustrated using cumulative charts and student profile sheets to inform the success of teaching methods and the progress achieved by students.

See Appendix 1 for the Assessment Systems Summary.

## Target Setting

All targets setting should be flexible and reflect the most important targets for each student at that time. All students will have a personalised termly Programme at Glance (PaG) created to ensure that they work towards the most appropriate skills taking into account the long term outcomes within each student's EHCP and shorter term annual targets within the areas of:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

Individual programmes can also include life skills and targets in other areas as appropriate.

Termly Programmes at a Glance targets can be drawn from any assessment framework to work towards the longer term outcomes for any student. These larger targets should then be broken down into smaller targets that can be a focus by teaching staff throughout each day.

## Pupil Achievement Profile (PAP)

The Pupil Achievement Profile system provides a means to set, record and share relevant targets for students and to ensure that all teaching staff are aware of student targets and are involved in assessment, and supporting lesson planning and delivery.

Teachers can use the PAP to carry out an accurate, ongoing, continuous assessment of progress with identified weekly targets. Teachers and teaching assistants will take part in ongoing assessments in lessons. This system provides total numbers of targets/skills acquired, maintained or generalised by week and term.

PAP provides a parent/carer report for regular communication on how many and which skills they have learnt and to encourage a two-way communication on target focus.

## Personal Learning Goals (PLG) - Evidence for Learning

A PLG used to create and manage learning goals and outcomes for an individual learner using Evidence for Learning App.

We use PLGs to track progress against Learner's EHCP long term outcomes, annual review targets and short-term targets set by the teacher. PLGs are adapted and updated with new targets over time. A PLG consists of a Framework and an Assessment Book for one Learner.

PLG frameworks are used for making observations and linking evidence as with other assessment Frameworks.

## Capturing Evidence of Progress - Evidence for Learning (EfL)

Evidence of Progress can be recorded using the Evidence for Learning App and Web Console. Evidence for Learning is a cloud based system for uploading photos or videos as evidence of learning. Evidence can be included in Learning Journey Reports to share with Parents and Carers and other professionals. Photographic and Video evidence can be captured and uploaded and edited via an app (on the go while the activity is taking place). Evidence can be linked to uploaded assessment frameworks. Tags and comments can also be added.

EfL allows teachers/tutors to link evidence to these assessment frameworks:

- Learning Pathways
- Engagement Model
- National Curriculum English & Maths (Y1, Y2 & functional elements of Y3)
- National Curriculum Science (Y1-3 functional elements)
- Rebound Therapy
- MSI

In all areas of target setting staff should be aware of the age and stage of each student in defining priorities.

### Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for assessment levels in the following ways;

- With colleagues in school where students work within National Curriculum judgements;
- With colleagues from other special and mainstream schools within LB Havering.

School portfolios of moderated work will be kept by the Deputy Headteacher.

### Assessment Roles and Responsibilities

The **Headteacher** and **Deputy Headteachers** will need to ensure that:

- National Curriculum is being implemented this includes the statutory assessment arrangements;
- There is a coherent school policy for the gathering, recording, retaining, reviewing and using of evidence;
- Teachers have adequate opportunities to become familiar with the school assessment systems;
- Regular moderation exercises take place to assist the development of consistent assessment standards across classes (where appropriate), between class teachers and between similar schools in the borough.
- Regular termly progress monitoring against targets ensures that students' learning needs are effectively and efficiently met and that appropriate teaching approaches maximise progress and are reviewed for effectiveness and impact.

The **Assessment Co-ordinator** will be responsible for ensuring:

- Teachers are reminded to record assessments for all students at the end of each term;
- That teachers have adequate opportunities to become familiar with target setting and assessment systems;
- EYFS, Key Stage 1, 2 teacher assessment/SAT data and other statutory assessment is input into the school SIMS management information system and that data is transferred to the appropriate authority
- Progress data is summarised and presented for review by governors and SLT

- Key stage assessment results and other statutory assessment reports are produced and sent to parents/carers by the end of the Summer term.
- Learning Pathway (LP) and Pupil Achievement Profiles (PAPs) systems are updated annually.
- Ordering all relevant standardised end of key stage assessments;

Each **teacher/tutor** has a responsibility to:

- Consider assessment and targets at the planning stage in order to ensure that work is matched to the range of levels at which the students are working within each class.
- Complete and record baseline assessments of new students using the Learning Pathway or Progress Tests or Progression frameworks as required;
- Ensure students make maximum progress by setting appropriate targets to achieve skills using the most appropriate assessment system
- Display targets in classes so that all class staff and students are aware of what targets have been set;
- Assess all students' progress and update attainment against targets within Programme at a Glance (PaG)/Personal Learning Goals (PLG) via Evidence for Learning (EfL) at the end of each term;
- Analyse progress against targets for all students and identify and implement where students require intervention strategies;
- Contribute to whole school moderation exercises (where appropriate)
- Ensure that achievement/progress reports are sent home annually to parents and carers;
- Examples of levelled students' work as evidence of attainment.

**Early Years, Year 2 and Year 6 teachers** will be responsible for:

- Administering the Standard Assessment Tests in English, Mathematics and Science to Year 2 and Year 6 students (as deemed appropriate by class teachers) and when required as specified by the Standards and Testing Agency;
- Assessing students in the specified curriculum areas for statutory assessment;
- Undertaking appropriate assessment training.

## **Evidence of Learning**

Student achievement is evidenced using the following methods:

- Baseline Assessment
- Practitioner Knowledge
- Observation (Post It Notes, etc.)
- Personal Learning Goals (PLG) via Evidence for Learning (EfL)
- Pupil Assessment Profile Targets
- Verbal Behaviour Milestones Assessment and Placement Programme, Assessment for Functional Living Skills, Essentials for Learning
- Photographs and video
- Rising Stars Assessment Framework

## Appendix 1 - Assessment Systems Summary

System Name	Structure	Focus	Recommended For	Developmental/Functional
<b>VB-MAPP</b> Verbal Behavior Milestones Assessment and Placement Program	<b>Milestones, Barriers &amp; Transitions</b> assessment areas. The VB MAPP assesses <ul style="list-style-type: none"> <li>● Individual skills within <b>Milestones</b> in areas such as echoic, mand, tact, intraverbal, etc.</li> <li>● The child's <b>barriers</b> to learning</li> <li>● A <b>transition</b> assessment which is to aide teachers and providers in making placement decisions.</li> </ul> Tracks skills over time and identifies next target steps	Primarily assesses language skills and other skills that utilise language	Any individual with language delay. Effective for children through adults but particularly recommended for: <ul style="list-style-type: none"> <li>● Young children ages 2-6</li> <li>● With developmental delays</li> <li>● With delays primarily in language and social skills</li> <li>● Children ages 7-8 who are already making steady progress in VB-MAPP</li> </ul>	<b>Developmental, Not functional</b> Composed of skills arranged in a sequence in which typically-developing learners generally acquire. Organised in three specific developmental levels: <ul style="list-style-type: none"> <li>● 0-18 months</li> <li>● 18-30 months</li> <li>● 30-48 months</li> </ul> The skills of a child with autism can be compared with skillset of typically developing children in each range.
<b>AFLS</b> Assessment of Functional Living Skills	Broken into sub-assessments: <ul style="list-style-type: none"> <li>● Basic Living Skills</li> <li>● Home Skills</li> <li>● Community Participation Skills</li> <li>● School Skills</li> <li>● Vocational Skills</li> <li>● Independent Living Skills</li> </ul> Tracks skills over time and identifies next target steps	Skills needed for daily functioning and independent living	Learners aged 9 into adulthood who still retain early-learner profile	<b>Not developmental</b> Not a developmental assessment It is not based on age or grade levels Skills are not in order of development <b>Functional:</b> Over 1900 useful daily living skills in 66 functional skill areas. Functional, Adaptive, Self-help, Practical Life skills to maximize independence.
<b>EFL</b> Essentials for Living	7 skill domains and 1 problem behaviour domain. Skills are arranged on a spectrum from <b>Less Difficult &amp; More Functional</b> to <b>More Difficult &amp; Less Functional</b>  Categorized through the spectrum as..... <b>“must-have”, “should-have”, “good-to-have”, “nice-to-have”.</b>  Includes <b>Essential 8 (must-have skills)</b>  Tracks skills over time and identifies next target steps	Essential skills and behaviours (essential for a happy, fulfilling and productive life) and additional other skills and behaviours where acquisition would result in increased access to preferred items, activities, places and people and, in the absence of which, learners would require the assistance of other persons.	Both children and adults with moderate to severe disabilities and limited communication and skill repertoires <ul style="list-style-type: none"> <li>● Young children ages 2 and older with                             <ul style="list-style-type: none"> <li>○ Significant global delays</li> <li>○ Specific syndromes</li> <li>○ Limited language</li> <li>○ Hearing, vision or orthopedic impairments</li> <li>○ Medical conditions</li> </ul> </li> <li>● Children 9-10 and older who:                             <ul style="list-style-type: none"> <li>○ Have difficulty answering questions or participating in conversations</li> <li>○ Have not acquired academic skills at a first or second grade level</li> </ul> </li> </ul>	<b>Not developmental</b> Not a developmental assessment It is not based on age or grade levels Skills are not in order of development <b>Functional</b> Composed of hundreds of functional skills and behaviours, which are essential for effective daily living and which result in an improved quality of life for children and adults