

Glyne Gap School

Curriculum Guideline 10 (CG10) Assessment, Recording and Reporting Policy

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Aims of this policy

- To increase understanding of the principles and purpose of assessing pupils' learning within our context and the school's formative and summative assessment systems
- To ensure a consistency and rigour when teachers are implementing the school's range of formative and summative assessment systems
- To empower staff to use assessment to confidently plan for each individual child's short term, medium term and long term outcomes to enable every pupil to reach their full potential
- To consolidate and improve our school approach to create and develop meaningful ways to measure all aspects of learning and progress including communication, social skills, physical development, resilience, independence, employment and contribution to the wider community.
- To promote a strong and productive interdisciplinary approach when making summative judgements involving, Class Teams, Social Care, Community Health, Communication Team, OTs, Physios and other people relevant to the pupil.

Principles and Purpose of Assessment

Different forms of assessment serve different purposes for different people and may be shared with different audiences including pupils, parents, teachers, school leaders, governors, the Government and Ofsted.

As a school we believe there are three broad overarching forms of assessment:

- i) **In-school formative assessment**
- ii) **In-school summative assessment**
- iii) **National standardised summative assessment**

The purpose of assessment is primarily to:

- **Inform planning** (formative assessment -where we are now, what the next step is, long term aim)

It also helps to:

- **Identify present levels of attainment** (can be formative or summative)
- **Demonstrate achievement and progress over time** (can be in-school summative or National standardised summative)

'Schools have the freedom to use any curriculum they feel is appropriate for the needs and requirements of their pupils. They should also have the freedom to assess them in a complimentary way.' (Rochford Final Report p20)

There is a complex relationship between the curriculum, planning, assessment, recording, tracking, monitoring, evaluating and recording progress. This is particularly crucial when pupils are following an individualised curriculum and pupils are making highly individualised progress. Assessment is integral to each pupil's systematic learning, and pupils are as fully involved in the whole process of assessment, recording and reporting as is possible.

‘There is no ‘one size fits all’ system for assessment. The best forms of in-house formative and summative assessment are tailored to the school’s own curriculum and needs of the pupils, parents and staff’.

‘An effective in-school summative assessment is one that provides schools with information they can use to monitor and support pupils’ progress, attainment and wider outcomes, it should not be driven by nationally collective forms of statutory summative assessment.’ (Final report of the Commission on Assessment without Levels p24)

Evaluating and Tracking Progress

We believe when assessing, evaluating and tracking pupil progress it is imperative to make a clear distinction between whether you are discussing the pupil’s achievement, progress or levels of attainment.

a) Definitions:

- **Learning** is the process of gaining knowledge, understanding and skills; this leads to pupil’s overall **achievement**.
- **Achievement has 2 aspects**
 - The **progress** a pupil makes in their learning over time, usually from a notional starting point to now (a pupil’s starting point is particularly important to bear in mind for our pupils)
 - The **levels of attainment** a pupil reaches, this usually means the ‘standards’ they reach and are measured by national summative assessments (Pre-Key Stage Standards, SATs) and the results are compared with other pupils

b) Celebrating pupil progress and achievement

We recognise that celebrating progress and achievement is a motivating learning tool and fulfilling accomplishment for many of our pupils and those who support them. We have a number of regular systematic opportunities for pupils’ progress and achievements to be publically recognised and celebrated by certificates and awards which are presented in school assemblies, which include:

- Worker of the week
- Outstanding progress as judged in the progress and liaison meeting
- Termly communication, friendship and personal development awards

Pupils can be awarded certificates for any significant achievement by class teachers which are presented in assembly including school based certificates for celebrating tier 1 learning in the areas of Communication, Personal Development and Essential Physical Skills for Learning and Life. Certificates will also be presented for attending ‘special events’ such as inter-school sports competitions or for specific achievements within the school friendship walk.

Classes also have their own individual systems for celebrating pupil progress and achievement, which may include individual and/or class reward charts, stars, stickers, stamps, achievement slips which are both motivating and valued by pupils.

c) Individual Progress

1. 8 instruments

Our pupils are all unique as are their individual achievements and rates of progress. In order to effectively assess our pupils' individual progress and achievement we have a jigsaw of 8 instruments which each has validity and is compelling in its own right, however the synergy of the 8 instruments together makes the overall end of year progress judgements so robust and compelling.

The 8 instruments that show achievement and progress for individual pupils are:

1. Evaluated Supergoals
2. Evaluated termly goals
3. Evaluated IEPs
4. Pupils' zigzag books or progress files
5. Pupils' individual expanded P-level pink/silver assessment files
6. Annual review reports
7. Progress judgements at communication meetings (termly)
8. Progress judgements at multidisciplinary liaison meetings

(i) Supergoals

A Supergoal can be transformational to a pupil's life. It is the one thing that will really impact on the pupil's life; it is hugely relevant and will really make a difference. A supergoal sets a direction of travel for a period of approximately 18 months-2 years. Each pupil's supergoal is discussed and agreed with parents when it is set. The supergoal is discussed at the pupil's EHCP review meeting with parents and the next step of learning towards achieving the supergoal will be identified in both the home and school context. Each pupil's supergoal is discussed at liaison and progress meetings three times a year and at the end of year class PPI moderation meeting. (see sections 6 + 7)

(ii) Termly Goals

Termly goals are a series of clear, unambiguous, incisively relevant statements of intent about what priority Tier 1 skills a pupil will achieve by the end of term. They are set 3 times a year by teachers in consultation with their class team and will be negotiated with parents/carers. All pupils will have between 4 and 7 termly goals which will include at least one, but typically two, communication goals negotiated and agreed at communication planning meetings team with the communication team. Termly goals for every pupil are discussed at Termly Progress and Liaison meetings and therefore they are shared with and moderated by professionals from Health and Social Care. Goal moderation is a regular agenda item on the first department meeting of terms 1, 3 and 5, where one pupil's termly goals from each class are discussed in detail to ensure a rigour and consistency across the school. For further guidance on setting Termly Goals see the Teaching and Learning Policy.

(iii) Individual Education Plans (IEPs)

IEPs are written for all pupils in terms 1, 3 and 5, they contain individual learning targets for a seasonal term from all areas of the Nursery, School and Faculty curriculum, e.g. Tier 1 communication and language, PSHE, literacy, numeracy and ICT and Tier 2 headings.

These are evaluated on a termly basis and the information is used to inform future planning. The evaluated IEPs covering the last 3 years (kept in the pupil's purple file) will show evidence of both lateral progress and progress over time.

(iv) Zigzag Book/Progress Files

Zigzag books/Progress files are an easily accessible cumulative record of a pupil's most significant progress and achievements linked to IEPs and goals in a variety of forms- annotated photos, can do statements, annotated pieces of work etc. They are completed 3 times a year at the end of terms 2, 4 and 6.

Pupils contribute to zigzag books and progress files in a range of ways by choosing evidence such as photos, identifying what they were doing, their learning, progress etc. where appropriate

They are used to discuss progress with parents and pupils at annual/EHCP reviews. Zigzag books start when a child joins the school and continue until they are 16 building up evidence of progress over time when they are given to parents and a progress file is completed during the pupils' time at the faculty.

(v) Pupils' individual Glyne Gap School pink/silver assessment files

A pupil's pink/silver assessment contains their Glyne Gap School assessments in a number of curriculum areas PSHE, English, Maths, ICT, Science, Essential Physical Skills for Learning and Life, Employability appropriate to their age and individual needs, together with summative assessment grid.

The assessments and summative grid are updated on an annual basis and will be a key tool in informing the content of the annual report to parents.

The Glyne Gap Assessment levels are not being used for either individual or whole school target setting.

Although the instruments in the assessment file are *not a curriculum* they can help to ensure that all elements in a tier 1 curriculum area are being covered.

(vi) Annual Review Reports

It is the responsibility of the class teacher to complete an annual review report for the pupils in their class as part of the EHCP review process. They are a summative report for parents/carers of what the pupil has achieved during the previous year and highlights progress they have made. There should always be a clear link between achievement, progress and attainment in the annual review report; the dated assessment instruments; the evaluated IEPs and

supporting evidence in the pupil's zigzag book/progress file which is monitored by the Head of School before being sent home to parents/carers.

(vii) Progress Judgements at Communication Planning Meetings

Class Teachers meet with the Communication Team Leader and other appropriate persons working with the pupil/student from the communication team (including CITS colleagues, SaLT and SaLTA), in terms 2, 4 and 6. **Every pupil** is discussed and their progress is evaluated against their current communication programme and a multidisciplinary progress judgement is made and a new programme is created for the following 2 terms. This forms part of the pupil's IEP and termly goals. There will be at least 2 goals set which are Glyne Gap Assessment level referenced for each pupil unless exceptional circumstances apply. In school and nursery all pupils who have made outstanding progress are identified and receive a certificate in assembly for their achievement. Pupils who would benefit from additional input from the team are identified at this meeting. For more information see Curriculum Guideline 5 Supporting the Development of Communication & Language

(viii) Progress judgements at multidisciplinary liaison meetings

Progress and liaison meetings are multi professional meetings which are held once a term, chaired by Heads of School and attended by the class teacher and professionals from social care and Health, where every pupil's achievements and progress are discussed.

Each term the progress and liaison meeting has a specific focus in the:

- Autumn Terms 1 + 2 –Progress and Achievement in Communication, Core Subjects and Science (key stages 1 + 2)
- Spring Terms 3 + 4 –Personal Development,
- Summer Terms 5 + 6 – Full Participation and Personal Wealth

Progress and liaison meetings are made up of two distinct parts. The first part of the meeting (attended by the Head of School and the class teacher) discusses each pupil in terms of the specific focus and a joint judgement is made on their progress in this area for the previous year based on the range of information/evidence provided.

During the second part of the meeting (also attended by professional from social care and Health) the class teacher will discuss each pupil in turn outlining any issues or concerns related to health and personal and social development and barriers to learning and achievements in the area of learning. Any of the professionals may comment, make suggestions on how to overcome the barriers, agree further action and then together discuss and agree a collective judgement on the pupil's overall progress for the term based on the evidence that has been presented. For more information

2. Pupil Progress Indicators (PPIs)

Pupil Progress Indicators are used to make an end of year judgement on each pupil's individual progress. An annual end of year Pupil Progress Moderation Meeting is held for each class in July which is chaired by the head teacher and attended by the class teacher and respective head of

school. The purpose of the meeting is to moderate the PPI judgements for pupils across the school. During the meeting the class teacher will discuss each pupil in turn highlighting the evidence from the PPI based on the 8 key indicators (from 3 sources) that has informed their end of year progress judgement, which is subject to challenge (if the evidence is not compelling) or agreement and then it is signed off by the class teacher and headteacher.

d) Legislation

As a school we ensure that we keep up to date with all current legislation and that we fulfil and report on all statutory assessments for pupils. We are proactive in looking forward by researching and responding to consultations and recommendations that may inform our future practice.

For the academic year 2018-19 the statutory obligation to assess all pupils at the end of key stages 1 and 2 will remain but the requirements of how this is to be completed will change:

- pupils working within levels p1-p4 (not engaged in subject specific learning) will be assessed using the p scales and data submitted
- pupils engaging in subject specific learning (above p4) will be assessed using the pre-key stage standards at both key stages 1 and 2 (in English reading, English writing and Mathematics) with teacher assessment judgements for Science against the National Standards and this data will be submitted.

Future changes for the academic year 2019-20 on the statutory obligation on the assessment of pupils not engaged in subject specific learning will be subject to recommendations being accepted following the pilot to explore whether the 7 aspects of engagement (responsiveness, curiosity, discovery, anticipation, persistence, initiation, investigation) is an appropriate model to assess cognition and learning.

e) Accreditation

As a school careful consideration has been given to the extent in which success in qualifications and awards demonstrates that pupils have made progress in their skills, knowledge or understanding, and whether the award or qualification meets their individual needs. Therefore the National Accredited Awards currently available for pupils that can provide opportunities to demonstrate impact on learning are:

ASA swimming awards, duckling, rainbow, water skills and distance awards
Winstrada Rebound Therapy
Duke of Edinburgh Bronze Award

However, this decision will be regularly reviewed to ensure the best opportunities for pupils.

f) Collective Pupil Progress- Whole School Pupil Outcomes

For the academic year 2017-18 we will use the same 8 key indicators from 3 sources (school generated indicators 1-6, CASPA indicator 7, Parents indicator 8 to determine collective pupil progress... How compelling each indicator is depends on the rigour and validity of the evidence

and the reliability of the judgment depends on the strength of the whole and not any single source.

However from 2018-19 CASPA data will no longer be used as P scales 5-8 have been withdrawn and pre-key stage Standards at Key Stages 1 and 2 will have been introduced.

I. School generated data

1. Overall Termly Progress:

A multidisciplinary judgement made about a pupil's overall judgement, once a term at a liaison meeting (pupil progress meeting) attended by the class teacher, head of school and representatives from social care and health.

2. Termly Progress in Communication:

A multidisciplinary judgement is made by the class teacher and the communication team (including CITS colleagues, SaLT and SaLTA,) 3 times a year, taking into consideration the evaluation of communication targets set for pupil at the previous multidisciplinary communication planning meeting.

3. Progress in Discrete Subjects:

Judgement made once a year by class teacher and head of school at liaison meetings (pupil progress meeting) terms 1 + 2 achievement and standards (Communication, English, Maths), terms 3 + 4 Personal and Social Behaviour for Learning, PSHE and 5 + 6 Full Participation and Personal Wealth.

4. Goals:

These are set by the class team, three times a year and are negotiated with parents/carers for each individual pupil. They are moderated at department meetings and monitored by heads of school and at liaison meetings. They are evaluated by the class team and copies of the evaluations are shared with parents/carers.

5. Learning as Judged in Lesson Observations:

This is a robust judgement about a pupil's learning at a given moment in time 3 times a year; it is the only judgement that is made by direct observation by a member of the SLT and the headteacher/Professional Advisor to the Governors or Inspector. The professional dialogue afterwards between the class teacher and those observing is critical in making the judgement.

6. Achieved Supergoals:

The number of pupils who have been credited as making transformational progress through achieving their supergoal during the academic year. A supergoal is discussed and agreed with parents when it is set, discussed at the pupil's EHCP review meeting with parents and the next step of learning towards achieving the supergoal will be identified in both the home and school context. Each pupil's supergoal is discussed at liaison and progress meetings three times a year and at the end of year class PPI moderation meeting. (see sections 6 + 7)

II. CASPA generated data (for 2017-18)

7. Comparative Data-: CASPA

This gives a comparison against other pupils nationally who are using the p scales; the weighting will depend on the class and data set (there is no comparative data for nursery or reception pupils). CASPA will cease to be used from 2018-19 as the p-levels 5-8 have been withdrawn and replaced by Pre-Key Stage Standards for key stages 1 and 2.

Pupils who will not be included in Whole School CASPA Data Collection

There may be a small number of pupils for whom their p-scale data will not be included in the whole school data collection.

There are two criteria which may make the pupils eligible for not being included the whole school CASPA data collection:-

- i) the pupil may have a diagnosed regressive condition
- ii) the pupil may be following a personalised timetable with restrictive subject content

In order for a pupil to be withdrawn for whole school data collection, a pupil would need to be identified through an annual review or liaison meeting as meeting one or both the above criteria. The pupil would then be referred to SLLT meeting for discussion and an agreement that their individual data would no longer be required to be collected for the whole school CASPA data.

Once this has been established:

- i) Pupil's goals will not need to be p level or Glyne Gap assessment level referenced
- ii) Annual review reports will not need to be p level or Glyne Gap Assessment level referenced
- iii) Zig-zag books/progress files will not need to be p level or Glyne Gap Assessment level referenced
- iv) Pink/silver assessment files will only need to be completed for the essential areas of Communication and PSHE

III. Parent/Carer generated data

8. Parents/Carers View:

This is a subjective view, which can be influenced by a number of different factors; this judgement is made at the Annual/EHC/Transfer Review having discussed the pupil's report.

g) Data Analysis Meeting:

A data analysis meeting is held annually in term 1 which focuses on the school outcomes data based on the 8 indicators for the previous year as well as the record of pupils eligible for the headteacher's award, the record of pupils who were presented with end of year awards and the record of leavers' destinations. The meeting is attended by all the senior members of staff including SLT, head of the communication team, and the business manager.

The purpose of the meeting is:

- To analyse the data related to pupil outcomes for the previous academic year
- To create a summary of outcomes
- To create a list of further actions to support analysis/development of practice
- To support school evaluation

The data, analysis and actions from the meeting are discussed as an agenda item at the first Teaching and Learning Governors Meeting in October of term 1 and as a result one or more piece of development may be added into the school development plan.

Moderation

There are 5 key reasons to carry out Moderation:

- Accountability linked to teacher assessment – completion
- Rigour of teacher assessment – quality
- To raise standards
- Consistency – shared understanding of standards within school
- External moderation – accuracy/consistency of National Pre-Key Stage Standards for English reading, writing and Mathematics

We have systematic approach to internal moderation throughout the year of our assessment instruments and of the quality of the judgments being made as mentioned earlier in the policy.

Within department meetings moderation of Glyne Gap Tier 1: Essential Skills Assessment takes place termly and teachers are required to bring a piece of levelled 'work' for discussion which is moderated by the group. This can be in the form of a piece of work, an annotated photograph or a video clip, the purpose of the discussions is to ensure rigour of judgements, staff development and to raise standards.

The school has been outward looking taking part and leading P level moderation activities with other special and mainstream schools within the local area. However, with the knowledge that the Department of Education has removed the requirement to assess pupils engaged in subject specific learning using the P scales from 2018-19 but against the pre-key stage standards, this is an area we are seeking to develop.

Professional Advisor to the Governing Body

The Professional Advisor has a brief to know, understand and challenge the standards of teaching and learning across the school in order to support the Governing Body to fulfil their accountabilities; by generating a professional view of the school not filtered through the head teacher and by supporting and challenging the school SLT with the ultimate beneficiaries being the pupils.

The professional advisor has a termly monitoring visit which is divided into two parts; in the morning there will be an agreed focus for scrutiny, the process of which will usually include joint lesson observations with a member of SLT, discussions with staff, scrutiny of evidence to support the focus such as policy documents and the jigsaw of evidence for a number of pupils. The purpose is for the Professional Advisor, who is a Headteacher of a Special School, to moderate the judgements of the SLT. In the afternoon the Professional Advisor attends Teaching and Learning Governors meetings, receiving reports from Heads of School and discussing other agenda items linked to Achievement and Teaching and Leadership and Management. The professional advisor will then write a report of his/her findings with their judgements from the monitoring visit which they present at the subsequent Full Governors Meeting.

Peer Moderation – school to school

A new initiative for 2016-17 was the introduction of Peer Moderation between three schools; Chailey Heritage, Trelaors and ourselves, where each school planned and hosted a day for two members of the other schools based on an aspect/s of their choice linked to moderation.

We hosted the second day with one of the aims being to support our self-evaluation through the moderation of learning and progress judgements for pupils with PMLD and a brief report to be agreed by all. Three lessons were co-observed by staff from the three schools, the learning was judged to be outstanding in all three lessons, strengths in the teaching were identified to include teaching assistant knowledge of pupil learning outcomes, classroom commentary delivered by the teacher facilitated both the pupils and teaching assistants to deliver learning, exceptional teacher/pupil relationships, culture of taking appropriate risk, structure of lesson. Following the lesson observations the class teachers then presented the pupils current PPIs and the judgements that they would make according to the current data for moderation to the colleagues who had observed the lesson. Detailed discussions were had both about the individual pupils, the data collected and the rigour and robustness of the teacher's evidence. The report headlines included that our Colleagues from Chailey Heritage and Trelaors agreed with our senior staff analysis of pupil learning affirming the school judgements.

A precis of the evaluation of the Peer Moderation initiative was that it was a very worthwhile exercise which offered opportunities for self-reflection, professional challenge and moderation. We will be looking to provide opportunities to develop this further through challenge partners.

Reporting to Parents/Carers

Class teachers provide written progress for parents/carers on their pupils' achievements in their priority areas of learning through evaluated termly goals (including at least one linked to the supergoal) three times a year at the end of terms 2, 4 and 6. In addition a comprehensive annual review report that summarises the pupil's achievement, progress and attainment in all areas of the curriculum is sent to parents/carers as part of the EHCP Review which is usually held in the term of their child's birthday.

Headlines of whole school outcomes each year are shared with parents in the school newsletter with reference to the school website where they can find more information on whole school outcomes data for the previous academic year.

Next steps for Further Development

- Develop lesson observation moderation within SLD branch of Special Schools Alliance
- Further refine and improve all staff's ability to recognise, analyse and impact on learning
- Create an assessment tool that encapsulates pre-key stage 1 and 2 standards within a functional context for mathematics
- Revise PPIs to include new pre-key stage standards data in English and Maths for years 2 and 6
- Establish and lead a peer to peer approach to moderation of pre-key standards in English, reading and writing and Mathematics with a local cluster of special and mainstream schools
- Consider Challenge Partners to develop opportunities for Peer Moderation.
- Review and streamline the science Glyne Gap Assessment Tool.

September 2018