



ABBOT'S WAY
SCHOOL

EXPLORE | DISCOVER | THRIVE

“Inspirational learning with a difference”

ASSESSMENT & REPORTING POLICY

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Abbot's Way SCHOOL

ASSESSMENT POLICY

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ASSESSMENT POLICY

1. INTRODUCTION

Assessment is a key element of the learning process for students and the staff supporting them.

Students develop appropriate knowledge and skills, and make progress as a result of quality, tailored learning and a clear, well-defined assessment policy which is consistently implemented throughout their education.

It is important that progress is monitored and tracked, and that students and their parents are appropriately and regularly informed of progress made and next learning steps in terms of how to progress further.

Assessment will be;

- **diagnostic** - in the first instance, to ascertain a baseline of attainment in order to project suitable targets.
- **formative** – ongoing and appropriate to the activity and our setting, providing relevant information to effect accurate planning for further student progress via clear, appropriate next steps.
- **summative** – a collective measure of attainment and progress in line with curriculum targets will be summarised for all learning phases and in line with end of key stage targets for KS4

2. AIMS

Assessment will appropriately involve the student and assist them to:

- Develop and maintain positive attitude, motivation and self-esteem
- Identify and recognise their strengths
- Identify and recognise where reinforcement and development are required
- Be part of the SMART target setting process with appropriate next steps to effect further progress

Assessing and recording student progress will assist staff to:

- Recognise the achievements of each student
- Identify the developmental needs of each student
- Set activities which are well-matched to students' capabilities
- Evaluate and review the effectiveness of teaching strategies / resources

The Assessment and Reporting Policy aims to enable the school to:

- Make informed judgements relating to the manner in which the curriculum is planned and resourced
- Effectively communicate its students' achievements to the students themselves, parents, Directors and any other party to whom it is legally obliged to report
- Monitor and track student progress over time
- Put in place relevant, timed interventions and provision where appropriate to enable maximum student progress

3. ASSESSMENT

- Assessment involves all students and our learning and therapy teams.
- Assessment and the tracking and recording of progress will be fully integrated into the learning process.
- Assessment methods will employ a variety of techniques and a wide range of evidence of attainment will be used for each student e.g. day-to-day classwork, observation and discussion in class, written, practical and project work
- Assessment methods (aside from external exams) reflect our holistic, multisensory approach to learning; SEE HEAR DO
- Assessment methods and outcomes will be moderated through staff team time
- Assessment will provide information to each student, parents and staff about progress and help identify achievements and areas for reinforcements and development.
- Assessment will be based on explicit agreed criteria, which are shared and understood by the student.
- There will be opportunities for students to develop the necessary skills in order to reflect upon and evaluate their own work.
- The recording and reporting of attainment/achievement will be manageable for both staff and students. Staff will coach students with different methods of success criteria, which are understood by students and which enable them to gauge their level of achievement.
- Assessment will assist the school to plan and deliver the curriculum appropriately.
- Assessment will be as objective as possible and free from stereotyping, generalisation and bias, particularly in respect of gender, race, religion and class.
- The Assessment & Reporting Policy will be regularly monitored, evaluated and reviewed

Standardised combination of tests will be used to track progress in:

-numeracy (WRAT5)
-reading, spelling and comprehension skills (WRAT5, Accelerated Reader Star Testing)
-handwriting (DASH),
-SaLT (TALC, CELF5, SCAN, Goldman-Fristoe)
Other assessments will be used to track more pastoral elements of education for those that require it, such as THRIVE assessments

In Year 9, assessment for EAA takes place by our SENCo, to ensure that students have their needs met appropriately in their KS4 external exams

4. **ASSESSMENT RECORDING & FEEDBACK**

- We record summative assessment collectively within our progress tracking system
- Formative assessments contribute to our summative data
- The nature of feedback to students varies and is appropriate to the students' learning differences
- Feedback is as regular as is necessary to facilitate effective learning and progress in line with that expected to achieve targets
- Effectiveness of feedback can be judged by the students' outcomes and progress

-- verbal questioning of different styles with feedback to support students' literacy and comprehension difficulties and encourage verbal participation / effective use of expressive language

This will be recorded as having taken place via a variety of methods, individual to subject areas

-- written feedback in the most applicable and accessible ways eg symbol, sticker to support students' memory and auditory difficulties with sufficient detail to provide specifics for effective next steps

--students respond appropriately to feedback in order to take next steps and develop which is evidenced in further work / outcomes

All feedback is given a positive focus which is personalised for a student

As a provision, we avoid the use of red marking, crossing through work

Guidance for improvement is broken down into clear steps

- Learning team workshops provide opportunities for sharing practice at least once a term formally
- Learning walks and learning reflections, both peer and SLT, provide opportunities for more informal and regular monitoring and quality assurance of feedback both written and verbal

In our specialist environment, assessing is also an important means of measuring progress against targets set in Education Health and Care Plans and Individual Education Plans. Assessments and record-keeping by staff and subject teams will reliably contribute to and inform:

- Base-line profiling and subsequent progress for Spirit-Flair-Charisma
- Appropriate education advice related to provision post Abbot's Way.
- Exam boards regarding predicted grades and progression.
- IEPs are set up on entry into Abbot's Way, based on a student's profile. Curriculum and therapy targets are set and reviewed termly. IEPs are sent out to all parents on a rolling programme when targets are set and then after review, for their information and contribution.
- Half termly progress reports detailing effort, attainment, target and progress towards them are e-mailed to parents.
- Opportunities for parents to be informed in a variety of ways of their child's progress include; termly (at half terms) parent progress meetings, oral and written reports to individual parents on specific issues, informal and formal discussions as required by either parent or member of staff.
- Annual Review/Transition meetings, usually held in school, are also a forum for discussion around a student's progress.

5. MONITORING & TRACKING PROGRESS

Students are at the centre of this process.

- For all students, minimum end of year and end of key stage attainment targets for each subject are projected from baselines in each subject, in line with the national expected rate of progress.
- Progress paths are tracked for each student in each subject. Students plot attainment and track their own progress towards their own minimum key stage target.
- Progress pathways are monitored by students and teachers. Instinct and professional judgement is made on a measurement of progress, using attainment from assessments

Students are recorded and reported as **'thriving'** if their attainment remains consistently on track to achieve or (at points) exceed their KS target.

Students are recorded and reported as **'discovering'** if their attainment is generally on track to achieve their KS target with some inconsistencies.

Students are recorded and reported as **'exploring'** if their attainment is working towards being on track to achieve their KS target.

Where students remain **'exploring' or 'discovering'**, a SMART intervention will be appropriately implemented in order to support a student in making expected progress and be recorded as **'thriving'**

6. PUBLIC EXAMINATION RESULTS

Where GCSEs are taken, GCSE results will be available on request. An analysis of the results will be undertaken each year to include DfE Criteria and reported as such. Annual reviews of results in each subject area and the analysis will take place between the Joint Heads and subject team leaders, after which appropriate action will be taken.

7. STUDENT REFERENCES

The Joint Heads are responsible for all references for students leaving school and will call upon colleagues for information as required.

8. MONITORING/EVALUATION

The assessment procedures will be reviewed on an annual basis as a teaching / senior leader collaboration. It is recognised that there will be advised national changes in assessment practice and the school will respond appropriately.