



# ABBOT'S WAY SCHOOL

EXPLORE | DISCOVER | THRIVE

*“Inspirational learning with a difference”*

## **ASSESSMENT & REPORTING POLICY**

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Reviewed:	Hellen Lush / Gareth Wright

# **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, providing relevant information to effect accurate planning for further progress via clear, appropriate next steps.
- **summative** – a collective measure of attainment and progress will be summarised at least termly from the continuous, ongoing formative assessment.

### 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
- Set themselves agreed SMART targets 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 effect 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 and outcomes will be moderated
- 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 use statements of attainment 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 (WRAT4, Gillam and Hesse, Vernon & Miller)
- reading, spelling and comprehension skills (WRAT4, 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 Emotional Literacy (GL Emotional Literacy Assessment) and any aspects of SEMH (Boxall Profile).

Age Related Expectations (ARE) will also be used to gauge progress in the KS2 curriculum subjects, with a baseline created for the year that the child is working at when they start at Abbots Way, systematically tracking them through the years as they progress.

For pupils that are working at a level below that of the national curriculum, Pre Key Stage 1 standards will be used to track progress until they are at a level to be tracked with Age Related Expectations.

#### **4. ASSESSMENT RECORDING & FEEDBACK**

- We record summative and formative assessment collectively.
- The nature of feedback to students is appropriate to the students' learning differences:
  - verbal feedback to support students' literacy and comprehension difficulties.
  - written feedback in the most applicable and accessible ways eg symbol, sticker to support students' memory and auditory difficulties.
  - students respond as appropriately to feedback in order to take next steps and develop.
- Our department handbooks will include assessment arrangements within each particular curriculum area and planning documents will identify the assessment objectives and opportunities for each topic.

Equally 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.
- Appropriate education advice related to provision post Abbot's Way.
- Exam boards regarding predicted grades and progression.
- Half termly progress reports (learning plans) detailing attainment, target and further progress steps are e-mailed and then posted to parents.
- Opportunities for parents to be informed in a variety of ways of their child's progress include; parent-teacher 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 but occasionally may be held at the LA, are also a forum for discussion around a student's progress.
- Learning Plans are sent out to all parents on a rolling programme for their information and contribution.

## 5. MONITORING & TRACKING PROGRESS

Students are at the centre of this process.

- Minimum 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.

EXPLORE...DISCOVER...THRIVE

- 3 'SEE, HEAR, DO' FORMATIVE ASSESSMENT OUTCOMES ARE:  
-RECORDED CENTRALLY EVERY HALF TERM FOR EACH STUDENT IN EACH SUBJECT
- THE COLLECTIVE OUTCOME OF THESE ASSESSMENTS ARE:  
-REPORTED TO PARENTS EVERY HALF TERM AS SUMMATIVE ASSESSMENT
- SMART INTERVENTIONS ARE:  
-RECORDED CENTRALLY  
-REPORTED TO PARENTS  
-REVIEWED AND EVALUATED

KS 2- 3	SKILLS				KNOWLEDGE		
	SETS	OUTCOMES	ASSESSMENT	REPORTING	SUBJECTS	ASSESSMENT	REPORTING
	<p><b>CORE</b></p> <p>Problem Solving Independence Communication Teamwork</p> <p><b>SPIN OFF</b></p> <p>Innovation Resilience Collaboration Leadership</p> <p><b>THINKING</b></p> <p>Remember Understand Create</p>	<p><b>FORMATIVE:</b></p> <p><b>Continuous</b></p> <p>FA follows our '<b>See, Hear, Do</b>' approach, using a variety of techniques</p> <p>A wide range of attainment evidence will be created for each student e.g. discussion in class, written, practical and project work.</p> <p><b>SUMMATIVE:</b></p>	<p>HALF TERMLY</p> <p>Students are recorded and reported as '<b>thriving</b>' if their attainment remains consistently on track to achieve or exceed their termly target</p> <p>Students are recorded and reported as '<b>discovering</b>' if their attainment is generally on track to achieve their termly target with some inconsistencies</p>	<p><b>ENGLISH</b></p> <p><b>MATHS</b></p> <p><b>BIO</b></p>	<p><b>FORMATIVE:</b></p> <p><b>Continuous</b></p> <p>FA follows our '<b>See, Hear, Do</b>' approach, using a variety of techniques</p> <p>A wide range of attainment evidence will be created for each student e.g. discussion in class, written, practical and project work.</p>	<p>HALF TERMLY</p> <p>Students are recorded and reported as '<b>thriving</b>' if their attainment remains consistently on track to achieve or exceed their KS target</p> <p>Students are recorded and reported as '<b>discovering</b>' if their attainment is generally on track to achieve their KS target with some inconsistencies</p> <p>Students are recorded and reported as '<b>exploring</b>' if their attainment is working towards</p>	



	<b>KNOWLEDGE BASED</b>	Apply Evaluate Analyse  Within the POS	<b>Collective outcome of continuous formative assessments</b>	Students are recorded and reported as <b>'exploring'</b> if their attainment is working towards being on track to achieve their termly target  Where students remain <b>'discovering'</b> or <b>'exploring'</b> , a SMART intervention will be appropriately implemented in order to support a student in making expected progress and be recorded as <b>'thriving'</b> Where students remain likely to exceed their termly target, this will be reviewed	<b>SCIENCE</b>	<b>CHEM</b>	<b>SUMMATIVE: Collective outcome of continuous formative assessments</b>	being on track to achieve their KS target  Where students remain <b>'discovering'</b> or <b>'exploring'</b> , a SMART intervention will be appropriately implemented in order to support a student in making expected progress and be recorded as <b>'thriving'</b>  Where students remain likely to exceed their KS target, this will be reviewed
					<b>PHYS</b>			
					<b>HISTORY</b>			
					<b>GEOG</b>			
					<b>B &amp; V</b>			
					<b>ART &amp; DT</b>			
					<b>PSHE</b>			
					<b>ICT</b>			
					<b>SPORT</b>			
					SA is the sum of our <b>'See, Hear. Do'</b> formative, continuous assessment  SA is recorded at least termly and reported half termly.  SA is the sum of our <b>'See, Hear. Do'</b> formative, continuous assessment  SA is recorded at least termly and reported half termly  Standardised test results will form part of our SA.			