

Moorcroft School Assessment Policy

Effective Date: May 2018

Next Review Date: July 2018

Statutory? N

Contents

Scope

The policy applies to the staff of Moorcroft School, together with the governors of the school and the trustees of Eden Academy.

What is assessment?

Assessment at Moorcroft is viewed as essential, and an integral part of effective teaching and learning. The purpose of assessment is to provide information for a range of audiences to enhance the provision at the school.

Aims of Assessment (Why do we do it?)

- To bring about improvement so that all pupils can achieve their best
- To gather information about the performance of individual pupils, groups and cohorts so that it can be used to inform target setting at a range of levels, including for individuals, groups of pupils and as a whole school.
- To promote inclusive practice by ensuring all cohorts of pupils are making similar progress.
- To monitor special provision to ensure it is proving effective both in progress of pupils and related cost.
- To gather information to inform teachers and ensure consistency and progression as pupils move up through the school and change teachers.
- To track individual progress and identify/address individuals and/or groups of pupils not making the expected progress
- To see if students make even progress in different areas of development
- To ensure pupils are making progress in line with national averages within similar cohorts.

How we Assess

P Levels	Learning Aims	Comparison of Different Groups of People
<p>P levels (National Data)</p> <p>All pupils from Year 7 to Year 11 are assessed in each strand of English, Maths & Science. Post 16 they are assessed in Literacy, Numeracy and Science. From the end of Year 7 onwards we are able to quantify the amount of progress made and how many pupils have made this progress. This information also enables us to track our progress with national data from Progression Guidance Data Set 2009</p>	<p>Learning Aims <i>(Personal progress)</i></p> <p>Twice a year, teachers write Learning Aims for each pupil. Each learning aim describes what 'Good' in each strand will be. If the pupil achieves beyond the learning outcome, progress is recorded as being 'Outstanding'</p> <p>Progress against these are monitored using the 10 point Continuum of Skills Development Outlined in MAPP.</p>	<p>Progress of different groups of pupils can be compared. In particular, comparisons will be made between pupils who are and are not in receipt of pupil premium.</p>

Who is assessment for?

- **Pupils**, who will know;
 - What they are doing well.
 - What they can do better in.
 - What they are trying to achieve.
 - How they can do this.

- **Class staff**, who will know;
 - Where a pupil is starting from.
 - Which pupils are making progress in different areas of the curriculum.
 - Which pupils need monitoring and tracking.
 - If their teaching is effective in all areas of the curriculum.

- **Parents & Carers**, who will know;
 - If their child is making progress.
 - If there are any issues to be addressed.
 - What they can do to support the learning of their child.

- **Headteacher, Governors, Trustees and Academy and School Leaders** who will know;
 - Which pupils are making good or outstanding progress.
 - Which pupils are causing concern and therefore need to be monitored or tracked.
 - If there are specific groups of pupils whose progress is causing concern and therefore need extra input.
 - If there are groups of pupils whose specific provision is particularly effective.
 - Which aspects of the curriculum need developing across the school? How the progress of the pupils compares to others in the country and how the results compare with previous years.
 - How the school is progressing against its targets.
 - What the impact of the school development plan has been – particularly any curriculum related developments.
 - How successful the pupil premium strategy is in improving the attainment of disadvantaged pupils

How we assess at Moorcroft

Assessment is carried out in several ways at Moorcroft

1. **Formative** – the information gained ‘forms’ or affects the next step in learning.
2. **Summative** – systematic recording of information which leads towards a summary of where pupils are at a specific point in time. This is an essential tool for identifying progress over time.
3. **Diagnostic** – finding out where gaps lie in children’s skills, knowledge & understanding, which may prevent them from making expected progress.
4. **Evaluative** – informing the strategic planning & direction of the school by evaluating the impact of planning, teaching and the curriculum on pupils’ achievements.

How it works at Moorcroft

Moorcroft uses an online system (Behaviour Watch) to record, measure and track progress

The online recording system details of each pupils’ learning journey and their current targets. The progress the pupil is making against each learning outcome is recorded as often as is needed and exemplars of his progress are uploaded onto the system. These observations are recorded by all staff who work with the pupils and is used by the class teachers to inform the ‘next step’ in a pupil’s learning when new learning targets are written. This information is also used when writing annual reviews and reports. It is also used to evaluate and write new targeted learning outcomes.

The online system contains details of a pupil’s current progress, twice-yearly assessment and includes the following

1. Context

The Behaviour Watch system contains details of each students EHCP or statement. It also tracks what provisions and interventions are in place. Provisions and interventions can then be mapped against pupil achievement to measure their impact. Behaviour Watch also tracks attendance and behaviour so we can measure the impact of these on pupil progress.

2. Learning Aims

These are set twice a year and baselined / amended where necessary. Learning Aims describe what ‘good’ progress for each pupil will be in each strand. These are set in each curriculum area depending on the Key Stage a pathway and pupil is following. Learning Aims incorporate Literacy, Numeracy, Physical Development, Digital Literacy. If a pupil exceeds the target then progress is described as ‘outstanding’. For pupils who join between September and Easter Learning Aims

are written towards the end of their first half term in school and assessed with the rest of school in July. For those who join after Easter Learning Aims are written with everyone else's towards the end of term for the new academic year.

3. P Levels

Twice a year each pupil from Year 7 upwards is assessed in P levels for English, Maths & Science. Each pupil's P level is assessed by the class teacher and is moderated by a member of SLT. Pupil progress is also moderated by one of our external moderation partners. If a pupil joins the school in the course of the academic year, they are assessed towards the end of their first half term in school. At the start of each Key Stage each pupil is given a targeted P level for the end of that Key Stage – this is recorded on the tracking document and is to ensure high expectations of the progress of all pupils.

Other assessments also take place within school by a range of professionals. The information from these assessments is also used by the class staff to influence planning and each child's personal curriculum.

- a. **The Speech & Language Team** use a combination of formal and informal assessment and observations, to create a picture of pupils' achievement in their communication skills. The information contributes to P Level assessments and staff judgements. The SALT team support the class teacher in setting Speaking and Listening Targets.
- b. **The Occupational Therapist** may also complete assessments both in motor function and for sensory integration purposes.
- c. The **Physiotherapist** makes similar assessments & recommendations.
- d. **Functional Vision** assessments are completed by the vision specialist and by Seeability.

Classroom Practice (How this is shared with pupils)

Teachers encourage pupils to be aware of their Learning Aims and how they can work towards meeting this target. The way this information is shared with pupils is differentiated according to need and focus for learning.

There is a unified approach to Assessment for Learning across the school with all pupils and staff using agreed language when discussing progress against the continuums of independence, accuracy, maintenance and generalisation.

Monitoring progress

Pupil progress is regularly tracked and monitored by the Assessment Co-ordinator (a member of SLT). In September and February teachers say if they think each pupil will make recordable progress during the year in each of their targets. In January they are asked what progress they have made in P Levels and in Learning Aims.

Teachers RAG rate targets every half a year. RAG ratings are correlated by the assessment coordinator who identifies pupils falling behind and sets action plans to improve progress. Action plans are also discussed in SLT meetings. Strategies implemented as a result of these action plans include additional EP involvement, additional sessions of OT (often sensory integration) or other therapies, intensive interaction individual timetables. All provision is reviewed regularly in monthly multi-professional meetings.

Progress is tracked online by the SLT who will ensure interventions are in place for those falling behind.

How do we report progress?

To Parents – at the end of the summer term class teachers compile an illustrated report of pupils' progress and achievement during the year. Parents are also informed of current P levels and the results of their progress against their targeted learning outcomes. New targeted learning outcomes for the next year are also sent home at the end of each term.

To Staff, Governors and Trustees – following the collection of results at the end of each summer term a report is compiled.

Conclusions from this report will be included in the School Development Plan and performance management targets as necessary. Staff are also given a summary of the progress of their class group so they can reflect on the progress of their pupils and how their teaching may have affected results. It also means that staff can decide which pupils are causing concern and will therefore be on the tracking list. Progress is also published on the school website.

How do we make sure this is done?

The Assessment Coordinator and Headteacher ensure that the policy is implemented consistently throughout the school by discussions with teachers and parents. By monitoring pupils progress against P levels and Learning Aims twice a year we have the opportunity to identify pupils who may be falling behind expectations and ensure provision is adapted as necessary.

Date ratified by Director of Schools:

Signed: