

Moorcroft School Assessment Policy

Effective Date: October 2022

Next Review Date: October 2025

Scope

The policy applies to the staff of Moorcroft School, together with the Local Advisory Board 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

Moorcroft Levels (in Feb 2019 Moorcroft levels replaced national P-levels)
All pupils from Year 7 to Year 11 are assessed in each English (Reading, Writing and Communication), Maths & 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 enables us to track the progress of whole school, different cohorts and individual students through their whole school journey.
Learning Aims
Twice a year, teachers write Learning Aims for each pupil. The aims are then moderated to ensure they are challenging, clear achievable and linked to the child's EHCP plan. Professionals who know student well (teachers together with therapists) set the target that describe what 'Good' in each strand will be. If the pupil achieves beyond the learning outcome, progress is recorded as 'Outstanding' Progress against these are monitored using the 10 point Continuum of Skills Development Outlined in MAPP (see Appendix 1).
Comparison of Different Groups of Pupils
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. Progress between EAL and non EAL, ASD and non-ASD and boys and girls are also compared.
Independence Assessment
Independence Assessments includes five different areas: Dressing and undressing / Eating and Feeding/ Food preparation / Home management and Shopping. This is a formative assessment completed on online system BW by class teacher and class staff. Thanks to Independence Assessment, all pupils at Moorcroft school, their families and professionals who work with them have a clearer picture of students' skills and strengths and their progress in life skills areas through the Moorcroft school journey.
Accreditation - AQA, ASDAN, EQUALS
AQA KS4 and 6th form students complete a variety of AQA. Students finish one unit per half-term, for a total of six AQA accreditation units by the end of the year. The KS4

units are closely related to the English, Math, and Science Curriculum topics. Students in the Sixth form work on units focusing on independence and life skills. After completing the accreditation, all students are given AQA certificates.

ASDAN

Sixth-form students work on ASDAN accreditation. Internally awarded certificates can be used to recognise learners' accomplishments. The course is divided into modules that focus on various Preparing for Adulthood pathways (employment, independent living, community inclusion and health). Modules can be added to an achievement profile. Learners gather evidence for each module to demonstrate their progress and skill development.

EQUALS

Students at Moorcroft School work on EQUALS in their final year to demonstrate their level of achievement in English and Maths.

This is something that is also integral part of their CV as they move outside of the school walls whilst planning their future endeavours.

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, LAB Members, 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
- **Local authorities, Department of Education**
 - The number of students making progress across the school
 - The number of students not meeting their targets and what support is in place for them
 - If there are specific groups of pupils whose progress is causing concern and needs extra input
 - If there are specific groups of pupils whose specific provision is particularly effective
 - If school improvement plan reflects the curriculum aspects that need developing across the school
 - How the school is progressing against the targets
 - How successful is pupil premium strategy

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. 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 by professional who know the students well (teachers together with therapists) in each curriculum area depending on the Key Stage and pathway a pupil is following. Learning Aims incorporate Literacy, Numeracy, Health and Fitness, Independence or Social emotional development. Depending on student's Key Stage or Pathway there also different areas e.g., KS3 – Digital Literacy, KS4 – Future Pathways, Sensory – Exploration, 6th form – Life choices. 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 towards the end of term prior to the new academic year.

3. Moorcroft Levels

Twice a year each pupil from Year 7 –Year 11 is assessed for English, Maths & Science, using Moorcroft levels. Each pupil's attainment 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. Twice a year each pupil is given a targeted Moorcroft level for the assessment period – this is recorded on the tracking document and is to ensure high expectations of the progress of all pupils.

4. Independence Assessment

Independence Assessment were implemented in Spring 2021. This is a formative style of assessment to enable teachers to identify where pupils are and to plan next steps. Each pupil at Moorcroft is assessed by the class teacher and staff. Pupil's progress is recorded on the online system Behaviour Watch. The Independence assessment ensures that students and everyone who work with them are fully aware of areas of strength and next steps for their learning journey at school. Independence assessment is assessed in Year 7 upwards and students, colleges and supported living providers, as well as families will have a clearer picture of skills and strengths in these valuable life skills' areas, which will enable them to support students through their life journey and to further develop their independence once they leave school.

5. Talent pathways

Talent Pathways is a formative style of assessment to enable teachers to identify students' interests and motivation and to assess pupil's engagement in developing new skills and knowledge. The assessment include 6 talent pathways – naturalistic, linguistic / logical, interpersonal, technological, bodily kinaesthetic and musical / artistic. Students are assessed using the Engagement Model (Standards and Testing Agency) in five areas: persistence, exploration, anticipation, realisation and initiation.

The assessment will also support families and future placements to identify the activities that engage students to their full potential.

6. Other Assessments

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

- 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 Moorcroft Level and Learning Aims assessments. The SALT team support the class teacher in setting Communication 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.

7. Accreditation

Students begin working on accreditation in KS4. For a half term students complete one AQA unit. The units for KS4 students focus on Science, Math, and English topics and correspond to Moorcroft Curriculum topics.

Students in Sixth form continue working on AQAs, but the units are now more focused on independence and daily living skills.

6th form students complete also ASDAN modules. Learners who completed both AQAs and ASDAN are awarded with certificates. Students in Moorcroft's final year also work on EQUALS that enable.

In their final year, students at Moorcroft School work also on EQUALS to demonstrate their level of achievement in English and Math. This is an important part of their CV as they leave school and plan their future endeavours.

Classroom Practice

Feedback to students and self-assessment (How this is shared with pupils)

Teachers encourage pupils to be aware of their Learning Aims, Moorcroft and Independence levels 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. Students are presented with their targets mainly by using visuals and reminded about them during different sessions and throughout the day.

Students are given regular feedback on their progress. Teachers complete the assessment folder together with a student and give pupils oral and visual feedback while writing about their progress in various targets.

Students are encouraged to participate in their assessment by using the visual stickers while filling in the assessment folder with a teacher. Students are asked how they feel about the work they have completed and the progress they have made. Next they choose a sticker with simplified AfL language (Appendix 2) and a special symbol to represent their progress e.g. they achieved the target independently or with support.

Different reward systems are used in classes depending on the pathways and age of students. Some classes use the star charts to acknowledge daily progress in different targets. Others work towards their favourite activity for choosing time at the end of the day etc.. Students in MLD classes are also asked to grade their own work and progress. Gestures and tactile cues are used to reward PMLD students. During star reward time, some PMLD teachers show their students images of themselves working on a specific activity to explain and remind them what the star is for. Teachers also demonstrate to students the object that they worked with during that activity. Students who achieved best in particular week receive the student of the week certificate during the Whole School Assembly. The headteacher award is given

weekly to the student who has made outstanding progress.

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. All staff are encouraged to use the AfL language with students to enable them to better understand their progress and feedback from various professionals – teachers, therapists or members of SLT.

Monitoring progress

Pupil progress is regularly tracked and monitored by the Assessment Co-ordinator (a member of SLT). In September and February teachers baseline pupils and set targets to be achieved during the current assessment cycle. Teachers then assess whether these targets are met at the end of January or the end of July.

Teachers RAG rate regularly. 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 Moorcroft 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, and Trustees – following the collection of results at the end of each summer term a report is compiled. The report is also saved on the school website.

Any issues that need to be addressed will be included in the School Development Plan for the following year. 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 Moorcroft 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.

Students' Learning Aims and their baselines are moderated on teachers' meetings according to various criteria: if they link to EHCP, if they are challenging enough, if they are achievable and clear.

Students' progress in Learning Aims and Levels is moderated on meetings with SLT member. If necessary, an action plan is created for students who have not made sufficient progress.

To evidence quality Moorcroft School has paired with Riverside school for external moderation. We also participate in internal academy moderations e.g., Writing progress moderation with Alexandra school.

Date ratified on behalf of the Eden Academy Trust: 4 October 2022

Signed: A Sanders

Andrew Sanders, Regional Director South

Appendix 1

The continuum for skills development is used to assess learning aims.

Prompting (complete tasks independently)

<i>DEPENDENT</i>	
1	Learner is passive or resistant to support as staff model activity.
2	Full support is given by staff which the learner accepts and begins to anticipate.
3	Learner shows clear reaction to prompting. Begins co-active completion of task with adult leading.
4	Support given for most of the activity. Learner completes the final step in task with some independence.
5	Learner attempts task with intermittent prompting throughout.
6	Completion of task is shared equally between learner and adult.
7	Most of task completed with minimal prompting provided throughout.

8	Learner attempts to complete the whole tasks independently but requires minimal prompting at one or two key parts.
9	Learner completes the task independently with some encouragement given (which does not relate directly to the tasks).
10	Learner completes the task independently from first request.
<i>INDEPENDENT</i>	

Fluency (reach a level of mastery combining speed and accuracy)

APPROXIMATE	
1	The task is carried out with full support
2	The skill is approximate and the learner's behaviour needs considerable shaping to meet the requirements of the task.
3	The learner's performance is beginning to become purposeful and co-ordinated.
4	The learner's performance is occasionally purposeful and co-ordinated.
5	The learner's performance is increasingly purposeful and co-ordinated but not yet accurate enough for the task.
6	The skill is sufficiently accurate to meet the requirements of the task but may be carried out with considerable faltering or hesitation.
7	The skill is sufficiently accurate to meet the requirements of the task but may be carried out with some faltering or hesitation.
8	The skill is sufficiently accurate to meet the requirements of the task but may need minimal refinement

9	The skill is smooth, swift and accurate but not consistent or consolidated.
10	The skill is smooth, swift and accurate. No further refinement is needed.
<i>ACCURATE</i>	

Maintenance (maintain competency over time. Remember how after break)

<i>INCONSISTENT</i>	
1	The skill has been observed on a single occasion.
2	The skill is observed once or twice after much repetition.
3	The skill is observed but needs refreshing each session.
4	The skill is observed on more than one occasion but only intermittently.
5	The skill is increasingly observed at regular intervals.
6	The skill is reliably repeated 50% of the time.
7	The skill is reliably repeated when carried out frequently.
8	The skill is reliably repeated but may need refreshing after a break.

9	The skill is consolidated and maintained over time. After a break, some parts may need refinement.
10	The skill is consolidated and maintained over time. It is remembered in its entirety after a break.
<i>CONSISTANT</i>	

Generalisation (achieves mastery with different contexts, staff, resources)

<i>SINGLE CONTEXT</i>	
1	The skill is demonstrated in a single setting or context with limited stimuli.
2	The skill is sufficiently accurate in a single setting or context.
3	The skill is accurately repeated with minimal variation to the setting or context.
4	The skill is sufficiently repeated with minimal variation to the setting or context.
5	The skill is accurately repeated with some variation to the setting or context.
6	The skill is sufficiently repeated with some variation to the setting or context.
7	The skill is accurately repeated with considerable variation to the setting or context.
8	The skill is sufficiently repeated with considerable variation to the setting or context.

9	The skill is reliably demonstrated in different contexts but may need reassurance in a completely new setting.
10	The skill is reliably demonstrated in different contexts, with different stimuli or resources, or with different staff.
<i>MANY CONTEXTS</i>	

Appendix 2 – An example of self-assessment

Prompting - from dependent to independent



Fluency - from approximate to accurate



Maintenance - from inconsistent to consistent



Generalisation - from a single context to many contexts

