

Pupil Assessment Policy

ISP School Battle



Approved by: Governing Body

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PART ONE

Introduction

ISP School, Battle's curriculum ensures that all children are able to work towards building their learning to become resilient, confident and curious learners. Our curriculum is ambitious, designed to give children an enriching, and varied educational experience, whilst building on, and developing, their core skills.

ISP School, Battle assess and tracks children's progress to support the teaching of the curriculum and to enable children to make continued progress. We use this assessment to help our children to embed and celebrate their knowledge and skills, and for our teachers to produce and plan for clear next steps. We acknowledge that assessment on its own can have limitations so we also seek to gather information from a range of sources to help us adopt the right approach to target children's' gaps in knowledge therefore helping every child meet to have positive outcomes.

At ISP School, Battle, we assess progress in conjunction with the EHCP targets, which have been set in consultation with a range of professionals, parents/carers and the child. These EHCP targets outline what objectives are being worked towards for each Key stage and allow us to ensure that we are able to maximise the impact of teaching in line with each child's starting point, as well as their current emotional and educational needs.

Children's progress is tracked against their starting point and EHCP targets. ISP uses a formative assessment tracking system on Behaviour Watch to acknowledge, track and celebrate small step progress that enables every individual to achieve regardless of their starting point.

We acknowledge the unique profiles of the children within our care. Many who have often had disrupted early childhood experiences especially with their educational journey; interrupted and fractured schooling; disengagement from formal schooling; distrust of adults in their life including professionals; continuous high levels of emotional arousal and anxiety due to traumatic events throughout their lives which all impact on sensory, cognitive and social impairment. Children with these profiles often have had early adverse childhood experiences that have had an impact on memory formation as well as executive functioning necessary to achieve higher order thinking. With this in mind we note that children who have experienced deprived beginnings have also missed out on vital formative experiences that, for other children, have built the foundations of successful learning.

Principles of Good Assessment:

Our assessment policy is based on the following principles:

- Assessment is embedded in our teaching practices; it lies at the heart promoting our children's education.
- Children take responsibility for achievements no matter how small, they are encouraged to reflect on their own progress, understand their strengths and look at ways in which they can improve.
- Good quality, in depth teaching, is supported by both formative and summative assessment.

- Assessment helps our children to consolidate skills and knowledge and supports the feed forward of personalised planning.
- All children at all levels are supported with and through assessment.
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.

Formative Assessment:

Formative Assessment is an integral part of teaching and learning. It helps children to measure their own strengths, areas for development and to set targets. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers in providing appropriate targeted support, activities to deepen understanding and activities to extend learning into new areas. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through Formative Assessment, we:

- support children in measuring their knowledge and understanding against learning objectives, success criteria and wider outcomes, identifying where they need to target their efforts to improve. This assessment will be in curriculum skills and knowledge, learning attitudes and thinking skills.
- ensure that gaps are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations
- record and report progress providing carers, parents and professionals with a broad picture of where children's strengths and gaps lie and what they need to do to improve.

We use a range of Formative Assessment approaches including:

- marking of pupils learning using a consistent structure of highlighting achievement, responding as a reader and setting targets in Reading, Writing and Maths
- making use of rich question and answers
- observational group assessments
- short informal tests
- assessment within feedback
- targeted discussions with children
- child led-assessment where appropriate

There is a distinct difference between summative and formative assessment:

Formative Assessment describes the focus on monitoring children's response to and progress within teaching moments of time. This provides immediate feedback to both the teacher and the child regarding the learning process and informs the next step(s) to be taken in order to promote learning. At ISP School, Battle, we recognise that progress is not always linear with assessment being reliant on children's co-operation and engagement. We, therefore, actively use a wide range of assessment tools using informal and formal methods. We use assessment based on individual need.

Summative Assessment describes learning achieved at a certain time for the purposes of reporting to parents, the children, other teachers and to other parties including the governing body.

PART TWO

Our assessment procedures

In Key Stage 2, the teacher sets individual children's targets and discusses them with the children.

In Key Stage 3 and Key Stage 4, children are encouraged to be involved in setting their targets, where appropriate, in Maths, English, and other subjects, alongside ASDAN accreditation, Functional Skills and GCSEs during keywork sessions and by joining their Transition Planning and Annual Review meetings. For those children who have PEP meetings, there is a termly opportunity for them to be actively involved in discussing their progress against the targets set, with their wider network, and agreeing new ones.

We will assess children in Key Stage 2 and 3 using National Curriculum descriptors for years 1 to 9 (which links to the year of study - stage 1/year1, stage 2/year 2) and pre key stage standards where appropriate. Key Stage 4 will be assessed using pre key stage standards where appropriate, against entry level criteria for each entry level qualification between 1, 2 and 3 and against GCSE criteria for each retrospective qualification. For Level 1 and 2 Functional Skills qualifications children will be assessed as working towards and passing.

Teachers assess children's progress over the week, using a mix of classroom observation, written, audio/visual or photographic evidence as well as practical work and work created for classroom displays. Formative progress is recorded on the Formative Assessment database in Behaviour Watch.

This information is used by teachers to update learning objectives and make changes to teaching and learning strategies to overcome barriers to learning. Informal formative assessment is continuous and implicit in all aspects of the school day. Adult awareness of each child's current targets means that progress, or barriers to learning, are picked up and noted across the day. Simple examples may be a child accurately reading instructions or signs, whilst out on a trip. Or, noting the passing of time in a game when these skills are indicative of either greater or lesser skill than formal work would predict. It is the responsibility of teachers and PEGs to capture such informal assessment and use it to adjust their expectations and strategies. Verbal and written feedback is given to children to help identify strengths and weaknesses and identify next steps in their learning.

- Teachers use a range of questioning techniques to establish the breadth and depth of each child's understanding of a topic.
- Teachers quickly identify process success criteria for each child and these are recorded in Behaviour Watch
- Reading and Maths schemes are available on an individual basis as well as any key textbooks (these can provide a structured progression model that children are able to work through systematically).

- Discussion between the Head teacher and the other Teachers is a standing discussion item, to identify areas of progress and, 'stuck' areas for each child, and to agree targeted interventions which are reviewed monthly. We aim to keep this process live, and parent/carer feedback is also used. In addition, children's progress is discussed both formally and informally in team meetings, handovers, group process and debrief.

A range of 'In-school-summative assessments' will be used including, for example:

- Assessment relating to the National Curriculum (related expectations) reported on Behaviour Watch for all subjects
- Teacher assessment based on ongoing tracking
- Short end of unit tests or task, for example: skill check for Functional Skills

The SEND Code of Practice puts increased focus on the outcomes that young people and their families want to achieve. It therefore increases the involvement of parents in the assessment, planning and reviewing process. The Department for Education identifies the key elements of integrated working as including integrated assessment, information sharing (regular team around the child meetings), and lead professionals (to ensure integrated working with families). We believe that ensuring we develop children as a whole therefore assess not only their academic progress but their social communication, personal development and independence skills too.

Formative and Summative Assessment in Practice:

Across key stages children's work is presented in work books.

At Key Stage 2 responsibility for books being up to date, with all work presented in a way that can be used to revisit work with children lies with the teacher.

At Key Stage 3 and Key Stage 4 children are encouraged to take responsibility for ensuring work is in their books, is neat and orderly, thereby fostering the development of responsibility towards their own learning. If a child engages in a non written task this will be recorded in their books. Work is reviewed in partnership with the young person.

All assessment information is captured in Behaviour Watch under the Formative Assessment Tab. Behaviour Watch has been built to provide descriptors across all subject areas, across all key stages. Progress is recorded against National Curriculum descriptors for each year of Related Expectations. By using this system, it allows for accurate monitoring of progress and easy gap analysis for all teachers. All teachers will have received/will receive training in recording assessment data and monitoring children's progress using the Behaviour Watch system.

Moderation:

Internal moderation of marking between teachers is organised within teacher meetings including for ASDAN and Functional Skills assessments. All ASDAN challenges and Functional Skills papers are internally moderated before external moderation, to ensure consistency. ASDAN accreditation is moderated by The Regional Manager and for Functional Skills, papers are verified by the appointed external moderators annually. Examination boards externally mark all GCSE papers and any coursework

sent to their appointed external moderators. External moderation links are being made with other schools including our ISP School, Teynham. We are identifying providers, from a similar specialist provision to mainstream primary and secondary schools to ensure that we are able to accurately assess progress for the broadest range of learners, functioning at Age Related Expectations.

Education Reports:

At the end of the Autumn, Spring and Summer Terms a summative report is produced for each child, outlining progression against their targets and with new targets set for the following term, where previous targets were met or needed amending. Targets are based on National Curriculum descriptors which indicate the year group the child is functioning at, and therefore the depth of skills based knowledge expected. These are also correlated to outcomes on EHCP's. Your child will be graded against different criteria/skills as defined in the National Curriculum as Emerging, Developing, Secure and Mastering.

See appendix one for what this means in practice.

PART THREE

ISP School, Battle accreditation procedures including:

Year Nine Pathway Planning (or on admission if Key Stage 4)

Children develop detailed knowledge and skills across the curriculum and as a result achieve well. Towards the end of Year 9 each child meets with the Key Stage 4 lead to set their pathway of progression (road map) towards post 16. This road map helps inform amendments to the EHCP at the Annual Review, ensuring that support is in place for our children, up to the age of 25 if needed. The roadmap identifies the best outcomes possible from:

- GCSE's
- Functional skills
- Entry Level
- ASDAN

The roadmap also identifies progression routes for post 16, alongside opportunities for work experience and taster courses such as DV8, Little Gate Farm, YMCA, Plumpton and other local colleges.

Accreditation at ISP School, Battle:

We ensure our children are ready for the next stage of education, employment or training and where relevant gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. Accreditation is the process by which our children's progress is formally recognised by external providers and awarding bodies.

GCSE's are offered in a range of subjects however wherever possible and subject to aptitude all children would be entered for English and Math GCSE's. Other options that children show an aptitude or interest for will also be encouraged.

All examination papers are sent to the school in advance and are kept unopened in the school safe. We follow the examination board's timetable and time boundaries. ISP School, Battle adheres to strict regulation of examination board conditions, rules and guidelines. Invigilation is led by the Head Teacher.

ISP School, Battle follows guidance as laid out in the 'JCQ instructions for conducting non-examination assessments' and the guidance for schools 'what schools and colleges and other centres should do if exams or other assessments are seriously disrupted.'

Functional Skills – for some children these qualifications will be a stepping stone towards GCSE, while for others this might be the main formal accreditation pathway from Entry Levels 1-3 to Levels 1 and 2. Our children will be able to work their way up from one level to another therefore building on their progress and successes.

PART FOUR

Monitoring the quality of teaching, learning and assessment

Assessment should be functional and part of everyday practice but should not be tedious for any of the school team. Therefore, not all assessments are recorded. These will be held in mind to support future learning opportunities. For example, assessment includes teachers asking questions to monitor children's' understanding during a lesson. This may not be recorded.

Monitoring quality of learning and assessment will occur through scrutiny in individual teacher meetings with the either the Deputy Head teacher or Head Teacher. The Head teacher will need to ensure an appropriate level of challenge is in place for each child; the development of strategies for, 'stuck' areas, and by reference to the tracking of incidents on Behaviour Watch, teachers are able to identify difficult times/transitions in the week.

From this, Safeguarding Risk and Behaviour Profiles can be updated, ensuring the right provision is in place to support children to succeed. Targets can be adapted and developed if it becomes apparent that they are unachievable in their current form. This can mean ensuring progress by smaller steps, or by different routes. For example, a new Year 8 student, who is struggling to achieve a Year 4 descriptor in maths may not have achieved several descriptors from Y2, which are the foundation learning blocks for development of the Year 4 skill. It is the forensic backtracking by teachers which ensures the gaps are identified and filled, enabling the child to progress. It is also a reminder of the journey of progression since starting at ISP School, Battle and identifies trends, such as times of year where academic progression may slow, for example. due to a significant anniversary, and so the opportunities to work on Personal Development and Participation targets need to be prioritised.

Moderation of marking through teacher supervision and by working with other schools, as well as the external moderators from our Examination and Accreditation Boards helps to ensure that we are assessing skills and National Curriculum descriptors for each year group, or Functional Skills Level. (see section on moderation)

The Head teacher and Deputy Head Teacher regularly 'drops in' to each class to spend a period of time working with teachers and individual children where children's work is shared and opportunities for team teaching and delivery can occur. This method provides for the observation of live teaching and learning, which is far more informative and feeds directly into teacher meetings.

Developing a Pathway for Progression to Post 16, road map, from Year 9 alongside parallel planning for alternative outcomes, informs Transition Planning Reviews and Annual Reviews, which are scrutinised by SENAT Teams in both our hosting Local Authority (East Sussex) as well as the home LA of any looked after children. Visits and meetings with the Local Authority Virtual Schools, for our looked-after children, means that we have welcome additional external scrutiny often.

PART FIVE:

Annual Statement of Progress and Achievement will be published at the end of the academic year 2022-2023.

I need to add to this when we have results.

APPENDIX ONE:

'ISP School Steps' Assessment Framework 2020/2021 (Skill-related expectations)

In 2014, the Department for Education devised a new National Curriculum and removed the old system of National Curriculum Levels for pupils in Primary Schools and in Year Seven, Eight and Nine of secondary education. Since then schools and academies have been working to develop new and better ways to assess progress and attainment and to communicate this in a more helpful way to pupils and their parents so that they know how well they are doing and how to improve.

We believe all children are capable of making great progress and use assessment to support our children to achieve. In our Behaviour Watch framework, children's attainment will be assessed against descriptors. The descriptors for each subject discipline are found within our Behaviour Watch, Formative Assessment, database.

Each Stage describes the skills, knowledge and understanding within the KS2, KS3 curriculum that students must master by the end of KS2 and KS3, in order to be on track for a given GCSE Level by the end of Year 11. For example, if a student achieves Step 5 in Mathematics by the end of KS3 then the expectation is for a good pass, that is a GCSE grade 5, at the end of KS4. Therefore, tracking of children progress and attainment and reporting to parents will follow Years 1-6 for KS2, stages 1-9 for KS3 and grades for KS4, all of which correlate and are interrelated.

The ISP School, Battle, Assessment Framework has been devised using the age-related expectations across all National Curriculum subjects from EYFS to KS4. The introduction of this assessment framework is due to the removal of the National Curriculum Levels and is in line with the current guidelines of 'Life without Levels'.

Teachers need to use the criteria for each subject in a holistic way and decide on the 'best fit' for each student. The student will be graded as working at **emerging**, **developing**, **secure** or **mastering** within the appropriate stage of development.

Jargon Buster

The table below shows the definition for each grade (graded 3 times per year in each subject):

'Working at...' Measure	What does it mean?
Mastering	Accurate application of skill - greater level of understanding: can use and apply the skill to other contexts.
Secure	Application of skill secure – working independently/requires no support.
Developing	Application of skill developing – requires some support.
Emerging	Application of skill emerging but insecure – requires consistent support

Measuring Yearly Progress:

- Data will be captured three times per academic year for each child across all subjects however will also be captured at least weekly through our Formative Assessment database. We believe assessment is not 'done to' a child but an ongoing collaboration between adults and children.
- Whilst children may not be working at 'age-related expectations' (the correct skill set for the chronological age) as a result of significant 'gaps' in learning, children will be working on their appropriate stage of development to gain and secure skills in that subject across an academic year.
- 'Expected Progress' is judged when a pupil makes 2 points of progress within an academic year (each 'working at grade'= 1 point) :

Progress Points	Progress Measure
6+	Outstanding
4	Good
2	Expected
0	Below

	October 2019	February 2020	+	June 2020	+	Progress Points	Progress Measure
Pupil A	ISP S1 Emerging	ISP S1 Developing	1	ISP S1 Secure	1	2	Expected
Pupil B	ISP S3 Developing	ISP S4 Emerging	2	ISP S4 Secure	2	4	Good