Pupil Assessment Policy

ISP School

Approved by: **Governing Body**	
Last reviewed on:	February 2021
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Contents

Introduction:

ISP school Curriculum ensures that all pupils are able to work towards building their learning to become resilient, confident and curious learners. Our curriculum is ambitious and designed to give pupils an enriching and varied education experience, whilst building on, and developing, their core skills.

ISP school assess and tracks pupils progress to support the teaching of the curriculum and to enable pupils to make continued progress. We use this assessment to help our pupils 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 pupils' gaps in knowledge and help every pupil meet their outcome goals.

At ISP we assess progress in conjunction with the EHCP targets, which have been set in consultation with a range of professionals, parents/carers and the pupil. 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 pupils starting point, as well as current needs.

Pupils progress is tracked against their starting point and EHCP targets. ISP uses a tracking system called ISP steps to acknowledge, track and celebrate small step progress that enables every individual to achieve regardless of their starting point. We have a strong focus on reading, communication and maths and acknowledge that these skills help form the foundation for all subjects as well as skills needed for life.

How do we track assessment and progress?

ISP uses a (Skills based) system called ISP Steps Assessment to track, monitor and inform pupil progress and attainment, as well as inform curriculum review. A data drop for this is completed at the end of each term based on cumulative teacher assessment.

Updated reading ages are tracked through use of Accelerated reader for KS3 and 4 pupils and through the Oxford Reading Tree for KS2. Pupils will have an updated reading Star test completed 3 times each academic year. Pupils will also be given opportunity to track improvements in their reading comprehension through completion of end of book assessments.

In lessons, pupils progress and engagement is tracked through awarding of Class Dojo points. Pupils can gain up to 3 lesson points each lesson. A graduated reward scheme is attached to the awarded points for classes as well as individuals. Parents are encouraged to track this feedback via the Class Dojo app and communicate with the class teacher.

What do we do with the information?

The assessment information informs the planning, target setting and interventions in place for each pupil. Each pupil's provision map outlines their needs, assessment data and targets in detail.

The outcomes on each pupil's EHC Plan together with assessment data will inform the target setting evaluation process to ensure that there is triangulation and progress can be tracked. The evaluation of targets is an ongoing process and informs part F of the EHC Plan for each pupil.

Each pupil with an EHC plan will have an annual review.

Assessment and progress timelines:

Whilst assessment should be ongoing ISP school will formally report to parents 3 times per year: 2 with indication of pupils' progress and engagement, and 1 detailed report showing areas of strength as well as next steps.

Pupils will also complete an updated reading age test using Accelerated reader 3 times per year.

Pupils will complete a diagnostic maths assessment 3 times per year using Star Maths. This will inform planning and closing the gaps in pupils understanding.

Teachers will be asked to complete an updated data drop using ISP steps tracking at the end of the Autumn, Spring and Summer term.

Additional assessments and reporting may be identified as necessary by the SEN Team. External agencies may be employed to carry out these assessments, e.g. medical diagnosis, Ed Psych assessments or OT referrals.

Pupil Self- Assessment:

All pupils are aware of their targets for learning. Pupils are encouraged to evaluate their learning and take place in lesson feedback, constructive marking and target reviews. Teachers will give immediate feedback on pupils work and help them understand their progress and achievements. Pupils will be encouraged to reflect upon what they have learnt as part of their reflective practise. Pupils will be able to see and track their learning through Class Dojo and will be able to take part in individual and class rewards celebrating their successes.

Each pupil will meet with their class PEG for mentoring each week to discuss their learning, their targets and what they can do to get to the next step.

'ISP School Steps' Assessment Framework 2020/2021

(Skill-related expectations)

The ISP School Steps 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 'greater depth' within the appropriate Step.

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?
Greater Depth	**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 student across all subjects.
- Whilst students may not be working at 'age-related expectations' (the correct skill set for the chronological age) as a result of significant 'gaps' in learning, students will be working on an appropriate 'step' 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**

Examples of Yearly Progress:

	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