

Pentland Field School Assessment Policy

This policy should be read in conjunction with the Eden Academy Assessment Framework and Reporting Guidance

What is assessment?

Assessment at Pentland Field School 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 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 ensure pupils are making progress in line with national averages within similar cohorts

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

Head of School and Senior Leaders, and Governors, 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 compare to others in the country
- how the school scores compare with previous years
- how the school is progressing against its targets
- what the impact of the school improvement plan has been – particularly any curriculum related developments

How we assess at Pentland Field School

Assessment is carried out in several ways at **Pentland Field School**

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 Pentland Field School

Assessment

Each pupil at Pentland Field is carefully monitored through a coordinated approach, which incorporates their academic level and their EHCP outcomes.

- 1) Levelling and data drops

All pupils are base lined in Autumn 1 taking into account screening forms, data from previous setting, and teacher assessment. All pupils are set an Annual target based on progression guidance and set at the Upper Quartile range. This is based on the Government Progression Guidance 2014.

Each Pupil is assessed against their annual target at three points of the year; December, March and July. This allows class teams and senior leaders to follow progression throughout the year and make informed judgements of whole school progress.

Pupils are assessed against the following criteria:

- 1 = Beyond Expected - working beyond the annual target set
- 2 = Expected – working towards the annual target set
- 3 = Below expected – working below the annual target set and will require intervention.

2) Educational Health Care Plan Outcomes and Target setting

All pupils have an individual EHCP Outcomes target sheet which specifically highlights and identifies actions towards their EHCP. There are four categories each having two targets per half term:

- Communication and Interaction
- Sensory and Physical Needs
- Cognition and Learning
- Social, Emotional and Mental Health

All class teams discuss half termly new targets to ensure that these outcomes are met. By the end of the year there should be six target sheets per pupil which feed directly into the Annual Review and provide feedback to the outcomes set by the authority.

3) Speech and Language Assessment

Pentland Field School adapted Pragmatic Profile (See SaLT Folder) of everyday communication skills is completed for all pupils. This looks at four areas:

- Communicative Functions
- Response to communication
- Interaction and conversation
- Contextual Variation

Through this assessment the Speech and Language LSAs are able to support and inform targets towards the EHCP Outcomes and support teaching and learning in class.

4) Occupational and Creative Therapy

Occupational Therapy also complete assessments both in motor function and for sensory integration purposes. Reports and programs as a result of these assessments are kept in pupils' files and form part of the Annual Review paperwork. Creative Therapists within the academy are expected to use RESOS. (Relational, Emotional, Sense of Self Developmental Framework) in order to monitor and record pupils' development during Creative Arts Therapy.

The Early Years Foundation Stage

There is a statutory obligation to report pupils' achievements against Early Learning Goals as they leave EYFS.

Progress towards them are tracked using Classroom Monitor.

Recording

All pupils are tracked regularly throughout the year.

Classes – all pupils have class books which have specific aims per lesson targeted at their level and in conjunction with the progress towards their Annual Target. Work has regular feedback and next steps to ensure progress from lesson to lesson. Extension aims address

the next steps pupils need to take and the achievement that needs to be demonstrated for pupils to meet their annual target

Classroom Monitor, a new reporting system, is being introduced alongside the original recording system.

Pupils' progress against annual targets are reviewed at three points in the year; December, March and July, as well as the EHCP outcome targets which are reviewed every half term.

Each Class teacher provides a dialogue and report on the termly assessment they have undertaken against each pupil, which sets the term's actions plan for the class teaching and learning. Each pupil's data is analysed and informs teaching and learning for the class, as well as complementing the whole school development.

Reporting

Parents/Carers are informed on a regular basis with regards to their child's progress through daily communication diaries. Each week class teams report through picture evidence the progress their child is making.

Every term parent/carers have one of the following:

- Parents' evening
- Open afternoon – drop in afternoon
- Mid-Year report
- Full Annual report

Staff & Governors

Following the collection of results at the end of each summer term a report is compiled for staff & governors. Conclusions from this report will be included in the School Improvement 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.

The report leads to governors setting whole school targets for the coming year.