

Assessment, Recording and Reporting Policy

Introduction

There has been a vast shift in the expectations placed on schools around assessment with the removal of the National Curriculum Assessment Levels. Most recently two published documents have been key in guiding schools to develop their own assessment systems:

- Final Report of 'The Commission on Assessment without Levels' Sep 2015
- Key Stage 3: 'The Wasted Years?' OFSTED Sep 2015
- NAHT guidance, Feb 2014

At the Evolution Centre and Vocational Centre we have carefully considered the guidance in developing our own assessment systems.

The most important purpose of assessment is to enable us to support learning and progress for each individual student. Assessment should inform our teaching, identify gaps in knowledge and support the development of confidence and learning resilience for each student. A secondary purpose of assessment is to provide information for the "team around the child" in order to support effective planning for that young person's future.

Initial/Baseline assessment

An essential feature of any assessment system is the identification of starting points for learning from which progress can be measured.

All new students where amenable, are tested, sometimes in class, sometimes by the SENCo or if necessary more rigorously within the first few months of starting at the Evolution and/or Vocational Centre. Students may join The Evolution and/or Vocational Centre at any time during Key Stage 3 or Key stage 4 and students may, or may not, have regularly attended school prior to their placement.

Information obtained and considered during the assessment period includes:

- Any previous school records
- Statements (Wales) or Education, Health and Care plans and Annual Review Reports
- Standardised assessments to profile basic skills
- Views of the parent/carer and/or placing authorities
- Reports from Children's Home
- Views of the student

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- Reports from other relevant professionals

These assessments are used to inform future learning and teaching (AfL). This is then incorporated into each student's personal programme and graduated approach.

Assessment areas

Assessment at The Evolution and Vocational Centre takes three basic forms:

- Day to Day formative assessment (AfL)
- In school summative assessment
- Nationally recognised summative assessment (qualifications)

At the Evolution Centre the development of the whole child is really important and we value the development of personal skills as much as the development of academic skills and knowledge, therefore necessitating the assessment of both these areas.

Personal Skills Assessment (see also our Personal Skills Policy)

Our personal skills curriculum combines the following elements:

- Social and emotional aspects of learning (SEAL)
- Personal learning and thinking skills (PLTS)
- Social moral, spiritual and cultural development
- Emotional literacy for resilience
- Organisational skills
- Independence within learning

Our assessment of these personal skills is necessarily a subjective process because it requires an assessment of values, attitudes and skills which are difficult to measure. The school has developed a range of descriptions to guide teachers to assess personal skills and these along with a system for averaging out different teachers' assessments provides a reasonably robust way to consider student progress. This information will be presented as one off assessments in the first instance and once there is a sufficient bank of information, in the form of graphs to allow progress to be seen.

Academic/Subject Assessment

Where students are studying towards recognised qualifications/accreditation their work and progress will be assessed according to the system adopted by that qualification. This means that the school will refer to the following specifications:

- AQA Unit awards

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- Entry Level qualifications at Entry 1,2 and 3 (now assessed in some subject areas as the 'Silver' and 'Gold' Award)
- ASDAN Bronze, Silver and Gold Youth Award Schemes
- Functional Skills Qualifications at Level 1 and 2
- BTEC and Cambridge National qualifications
- GCSE qualifications (new 9 – 1 grading systems)
- Duke of Edinburgh Awards

This will allow the identification of a student's current level, show progress over time and allow indication of a possible future attainment. Each specification has differing details relating to the grading structure and this allows each subject to use the information that is most relevant.

At Key Stage four the use of grading and levelling systems also allows consideration of whether students are functioning at nationally expected levels, since there continues to be a national view that "average" students should achieve GCSE 4 grades or the equivalent.

At key stage three this is far more complex since no national structure remains following the removal of national curriculum levels. In the core subjects, exam boards have developed assessments which allow teachers to assess students according to future attainment at GCSE and where available these will be used.

In non-core subjects teachers will devise tests and in class activities which assess student knowledge and understanding of what they have been taught during a term and this information will be shared as appropriate in the form of percentage marks. This approach assumes that what has been taught to an individual student has been appropriately adjusted to suit their ability following AfL. In order for us to be clear about how the young person is progressing in relation to national expectations we also need to report whether students are working towards, working at or working above national expectations. The school has developed a scale system to enable the presentation of this information as a tracking graph.

To enable these judgments each teacher will be expected to carry out sufficient comparisons through moderation, online resources, network meetings and training to remain abreast of these national expectations. The bookends that exist in terms of Key Stage 2 assessment and Key Stage 4 national qualifications at either side of Key Stage three provide support to make these judgements:

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Evolution Centre Scale for progress graph		Qualifications			Key Stage three Working Levels			MFL	Key Stage three scale and working levels				
		GCSE	Level 1+2	Entry Level	Maths	Science	English		Year 7	Year 8	Year 9		
KS4 Working Beyond	44	9	Level 1		12th	12th	Upper 4		44	44	44		
	43								43	43			
	42								42	42			
	41								41	41			
	40								40	40			
KS4 Working above	39	8			11th	11th	Lower 4				39	39	39
	38										38	38	
	37										37	37	
	36										36	36	
	35										35	35	
KS4 Working at	34	7			10th	10th	Upper 3				34	34	34
	33										33	33	
	32		32	32									
	31		31	31									
	30		30	30									
KS4 Working towards	29	6	9th	9th	Lower 3			29	29	29			
	28							28	28				
	27							27	27				
	26							26	26				
	25							25	25				
KS4 Working below	24	5	8th	8th	Upper 2			24	24	24			
	23							23	23				
	22							22	22				
	21							21	21				
	20							20	20				
KS4 Working below	19	4	7th	7th	Lower 2			19	19	19			
	18							18	18				
	17							17	17				
	16							16	16				
	15							15	15				
	14	3	6th	6th	Upper 1			14	14	14			
	13							13	13				
	12							12	12				
	11							11	11				
	10							10	10				
KS4 Working below	9	2	5th	5th	Lower 1			9	9	9			
	8							8	8				
	7							7	7				
	6							6	6				
	5							5	5				
	4	1	4th	4th	Upper 1			4	4	4			
	3							3	3				
	2							2	2				
	1							1	1				
	1							U	3rd	3rd	Lower 1		
1	1	1											
1	1	1											
1	1	1											
1	1	1											
KS4 Working below	1	1	2nd	2nd	Lower 1			1	1	1			
	1							1	1				
	1							1	1				
	1							1	1				
	1							1	1				
	KS4 Working below	1	U	1st	1st				1	1	1		
		1							1	1			
		1							1	1			
		1							1	1			
		1							1	1			
KS4 Working below		1	U	Entry Level 3	U				1	1	1		
		1							1	1			
		1							1	1			
		1							1	1			
		1							1	1			
	KS4 Working below	1	U	Entry Level 2	U				1	1	1		
		1							1	1			
		1							1	1			
		1							1	1			
		1							1	1			
KS4 Working below		1	U	Entry Level 1	U				1	1	1		
		1							1	1			
		1							1	1			
		1							1	1			
		1							1	1			

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“Schools and colleges should know precisely where children and young people with SEND are in their learning and development. They should:

- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress”

(SEND Code of Practice May 2015)

Formative assessment (AfL)

‘Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where they are in their learning, where they need to go and how best to get there.’

(Assessment Reform Group 2002)

Successful assessment for learning strategies are:

- The strategic use of questioning within lessons to find out what students know, understand and are able to do
- Teacher oral feedback which focuses on success criteria and specifically about what the student needs to do to improve
- Peer feedback using established criteria which again makes suggestions for improvement
- Student self and peer assessment which support the learner to take responsibility for their own learning and personal development

Summative assessment

Summative assessment at the Evolution and/or Vocational Centre takes the form of an assessment task undertaken during or at the end of every unit of work. It may take the form of:

- A test/exam
- A specific assessed piece of work
- An evaluation of a number of pieces of work from the curriculum unit.

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- A discussion between the student and teacher which makes clear the student's level of understanding.
- A speaking and listening/spoken language task
- Some practice exam questions from the qualification being studied

Recording Systems and Marking

The Evolution and Vocational Centre has adopted **learning journals** as a style of working and for recording student progress. It is felt that this approach best records each student's learning journey within each subject, allows students to see their progress, helps to record progress where tasks are mostly practical in nature and enables the teacher to track progress. In each subject these learning journals may be slightly different to suit the subject matter but will form a scrapbook style of recording student work, involvement in activities and games through photos and also record teacher and student comments about progress.

Teachers should use a circled T to indicate a target for the student to work towards, these should be identified regularly through a term and where possible linked to student's overall targets from the EHCP, PEP or graduated approach. Student books must contain guidance for the student relating to how they will be assessed in that subject, this could be specification guidance, examination grade/levels or subject guidance. Students should also have information within their books about how their studies will develop over the term or year and the content to be covered, this could be in the form of specification summaries where they are studying for a qualification. Books will be regularly marked, at least weekly in core subjects, to ensure consistent progression for the learner. Please see marking guidance in the appendix.

Each lesson a student will receive feedback in the form of their daily report, relating to their effort and understanding within each lesson. Students will be supported to understand their own skills and abilities.

It is the responsibility of each class teacher to keep up-to-date assessment records for their students. These will be kept in the teachers' mark books/planners and centrally. Teachers are also expected to monitor student progress and report any concerns to the SENCo for further joint discussion about strategies to raise achievement.

Teachers should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

(SEND Code of Practice May 2015)

Where this is identified the teacher and SENCo should work together to trial strategies to support the student to make progress, recording this joint working in the student's Plan, Do, review Record.

Conversely, the ablest pupils also need identifying according to a recent Ofsted report 'The most able students: An update on progress since June 2013' (Ofsted, 2015). This report concluded that 'too few schools set high expectations of what pupils can achieve' and able students are often not 'fully aware of opportunities' available to them. The SENCo and class teacher should work together to trial strategies to support gifted and talented students, so they continue to make more than expected levels of progress throughout their education, recording their joint working in the Student's Plan, Do, review Record. Ofsted (2015) have also recognised that the ablest students are not being challenged or nurtured, often underperforming at GCSE; it is vitally important that **all** children are challenged to reach their true potential at The Evolution Centre.

A 'Gifted and Talented' folder should be compiled for the young person within the subject that they are identified as gifted and talented. This evidences a range of enrichment activities and materials, trialled resources and examples of extension homework activities that have been used to ensure that the student continues to make more than expected levels of progress. The most prestigious universities should also be discussed with the young person, as advocated by the Sutton Trust, so pupils are aspirational when considering the type of university that they want to attend and want to 'aim high.'

Book scrutiny and/or Moderation will take place at least twice a year in staff meetings. Student work will be compared and discussed to ensure consistency across the whole team. Teachers are also facilitated to attend Shropshire Network meetings and to build networks with subject teachers in other schools to facilitate an understanding of standards nationally. This is vital due the removal of the shared National Curriculum assessment levels.

It is important that we are reflective practitioners. The emphasis is on understanding why students perform in the way they have and exploring different ways of getting the best out of each student in each subject.

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Lesson observations

Teachers are encouraged to undertake regular lesson observations of all practitioners working at the school - especially those who are deemed 'Outstanding' - to ensure that reciprocal learning takes place and standards of teaching continue to be raised across the whole-school. The philosophy must always be that we can learn from one another. Once observed, a peer review should be completed to ensure that the visiting teacher has reflected on what they have seen and any strategies and aspects of their own pedagogy that can be honed following their observation. At least one annual lesson observation will also be conducted by the Headteacher in the summer term to ensure consistency across the whole-school regarding the quality of teaching and this will feed into the on-going school School Evaluation Plan. The head teacher will visit lessons more frequently on learning walks to inform areas of development and to share good practice.

Reporting

- Daily reports
- An Annual Report for each student is made available to parents/carers as set out in The Education (Pupil Information) (England) Regulations 2005.
- In addition to the annual summer report a termly summary report summarises progress for each term.
- A twice annual parental/carer review day gives parents/carers the opportunity to discuss their child's progress in all subject areas and in relation to their targets.
- Annual Review of Statement/EHCP, conducted in line with statutory regulations
- Live Plan, Do, Review Records
- PEP and LAC Reviews

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Evolution Centre Expectations for the marking of books and guidance of students

1. In core subjects and subjects in which teachers see students for 3 or more lessons a week books must be marked weekly
2. In subjects where students have 2 or less lessons a week books should be marked at least fortnightly
3. In subjects where students do not have books, expectations remain in relation to evidencing feedback to students.
4. Teachers, with the help of teaching assistants are expected to support students to record their learning in a learning journal style, through the inclusion of:
 - a. Photos
 - b. Comments which summarise verbal discussions
 - c. Worksheets
 - d. Missed work
 - e. Assessments/tests
5. Marking should address the following:
 - a. Praise and encouragement, including identification of what the student has done well
 - b. Correction of key word spellings and grammatical errors
 - c. Whether work is factually correct
 - d. Areas for development and target setting
 - e. Comments which ask the student to respond and re-consider something in their work
 - f. Assessment which guides the student to understand where they are at in terms of skills, knowledge and national expectations.

The following activities must be carried out with students at least half termly:

- An opportunity for self-assessment (at KS4 using exam board mark schemes)
- An opportunity for peer assessment (using online resources if there are no suitable peers)
- Target setting/discussion about targets
- An opportunity to reflect on progress through subject content
- An opportunity to reflect on the development of subject specific skills
- Evidence that students have had access to work at a better level than their own, to allow them to see what they are working towards
- Opportunity for reflective learning, this could include plenary activities which reflect on what has been learnt e.g. Even better if....
- The development of revision skills/revision activities/over-learning opportunities e.g. quiz, revision cards
- Extended writing
- Functional learning/applied learning/real life examples
- Student written response to teacher marking