

Pupil Assessment Policy



Approved by: Governing Body

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Next review due by: September 2023

Introduction

Belle Vue school objective is to 'improve children's life chances'. This is the goal of our teaching, learning and curriculum. Our curriculum ensures that all learning builds towards this end point. Our relentless focus on the end point enables objectives to be clear so that everyone, including pupils, know what their targets are. The curriculum is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life in British society.

We assess and track pupils progress to support the teaching of the curriculum and to enable pupils to make continued progress. We use assessment to help pupils to embed knowledge and to assist teachers in producing clear next steps for pupils. We do not use assessment to create unnecessary burdens for staff and pupils and we also understand the limitations of assessment.

In line with Ofsted guidance we collect data at three points a year. We acknowledge the guidance detailed in the Teacher Workload Advisory Group's report, 'making data work' and we carefully manage teacher workload to ensure that data collection and analysis doesn't take them away from their core role of teaching. Belle Vue school use an experienced data analyst who solely deals with data analysing so that teachers can teach and data analysts can analyse.

We assess progress against the EHCP targets which have been set in partnership and in consultation with a range of professionals, parents/carers and the pupil. The EHCP outlines the targets pupils are expected to achieve by the end of the key stage that they are currently working in. There is a 'golden thread' of assessment across the curriculum so that all learning is linked to achieving end goals.

We predominantly adopt a learning based assessment for our pupils. Pupils often struggle with formal assessment as they are fearful of failure. As a result baseline assessments are often not accurate. Additionally, it is not unusual to get varying or inconsistent data from previous schools who have been using different types of assessment or evaluation of a pupil's strengths and needs. We focus on obtaining information from a range of sources to establish at what level a pupil is working so that the work given to pupils is demanding and matches their level.

We track each individual's progress against their own starting point and ECHP targets. We have a strong focus on reading, literacy and maths for all pupils as we recognise that this is the foundation for all subjects and the skills our pupils will need for life.

Assessment data is not the end result we are seeking to achieve. We seek to gather information to enable us to adopt a precision approach to targeting gaps in knowledge, understanding or skills. The important aspect of assessment data is the conclusions drawn and actions we then take to support pupils learning. We use assessment to enable us to help pupils embed knowledge, or check understanding and inform teaching.

Our Curriculum

1. Is based on a curriculum for life
2. Is based on developing key knowledge, skills and understanding
3. Is based on our high expected standards of pupils
4. Supports all pupils to succeed
5. Incorporates a scheduled assessment process to support learning and track progress
6. Is simple and easy to understand – for staff, parents/carers and pupils
7. Has consistent principles, to be used across subjects, but the flexibility to be suitable for all subjects

Assessment and Progress

1. Assessment is at the centre of teaching and learning
2. Analysis of assessment and progress is used to plan and also improve the quality of teaching and learning for all pupils
3. Assessment will draw on a wide range of evidence to provide a complete picture of pupil achievement over time
4. Assessment will be used to set high expectations for all pupils to celebrate achievement and to inform the next steps for pupils.

From September 2015 and “life after levels” there is no national benchmark of progress other than that a pupil should make progress towards a suitably aspirational target which has been set using evidence of their prior attainment and their previous rates of progress. There is no expected progress for pupils with SEN, as the expected progress measure has been removed from performance tables. Our approach is to create an environment that allows pupils to focus on learning so that they are prepared for the next steps of education and their adult lives; assessment supports us to achieve this.

Reading assessment is prioritised to allow pupils to access the full curriculum on offer. If pupils are not able to read at a functional level and fluency they will be incapable of accessing the rest of the written curriculum and they will fall behind. On entry all pupils are assessed using the PM Benchmark Kit. This is designed to explicitly assess students’ instructional and independent reading levels, using accurately levelled fiction and non-fiction texts. The Running Record gives an invaluable insight into existing skills, knowledge, strategies and comprehension. The PM Assessment tool also dovetails with book bands for guided/individual reading and is designed to provide reliable levelling information from emergent levels through to reading age 12. Through this in-depth assessment process we can also identify any potential specific learning difficulties/speech and language difficulties.

Alongside the PM Benchmark assessment, pupils at or below Purple Level (Year 2 Standards) will undergo an in-depth assessment of their skills and knowledge in relation to 'Letters and Sounds'. Each pupil will have an individual record book to record ongoing progress. Pupils will make use of the many multi-sensory/dyslexia friendly phonics resources and

methods supplied/delivered by The Reading Doctor. Our individualised assessment and teaching of phonics correlates directly with 'Letters and Sounds' and provides a sharp focus to enable us to sort out any confusions, target gaps in learning and evaluate impact. PM Benchmark running records are carried out by a specialist reading teacher. Barriers to learning are identified in order to implement tailor made programmes with appropriate coverage, content, structure and sequencing, to unlock the potential of our struggling readers.

A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when learning to read.

The sharp focus on ensuring that pupils gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate gives them the foundations for future learning.

Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their own language and vocabulary well.

Assessment affects decisions about planning, intervention, resourcing and tracking progress. Assessment inspires us to ask the hard questions: "Are we teaching what we think we are teaching?" "Are pupils learning what they are supposed to be learning?" "Is there a way to teach more effectively/differently, thereby promoting better learning?"

Assessment to enable learning and access to the curriculum is key. We track pupils day to day and this is done by both class teachers and Progress and Engagement Guides (PEGS) monitoring and supporting pupils. Pupils are encouraged to track their own progress in a systematic way through feedback from work marked by their teacher and via their weekly mentoring meeting. The pupil weekly mentoring session provides an opportunity to check pupils' understanding systematically, identifying misconceptions accurately and provide clear, direct and timely feedback. In so doing, we are able to respond and adapt teaching as necessary without unnecessary elaborate or individual approaches.

How will Progress be Tracked?

Teachers adapt and determine the schemes of work for each pupil in a dynamic, robust and meaningful way.

Targets for all subjects are determined by teachers, who take into account assessment, baseline data, guidance from the SenCo and Educational psychologist. There are a maximum of 3 targets for each lessons and targets link to the end outcomes detailed in the EHCP. There is a golden thread through lessons, subject targets and EHCP targets. We track progress against the end point of meeting the EHCP targets.

Each pupil's progress in each lesson is evaluated using the terms:

Poised for flight – targets not met

In flight – most but not all targets met

Soaring – all targets met or exceeded

Assessment and progress timeline

Assessments are ongoing but we formally report on progress to parents/carers twice a year.

Additional assessments and reporting may be identified as necessary by the SEN team. External agencies may be employed to carry out these assessments, eg Medical diagnosis such as ASD/ADHD, EP and OT assessments.

What do we do with the Information?

The assessment information informs the planning, target setting and interventions in place for each pupil. The assessment process will also include qualitative information already held on each pupil for example, previous school history, initial network meeting notes and the pupil's EHC plan. 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 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.

Pupil Self- Assessment

All pupils are aware of their targets for learning. They are involved in evaluating their learning journey on a lesson by lesson basis. Teachers will give them immediate feedback throughout the lesson and at the end of each lesson it is evaluated.

Each pupil meets with their mentor once each week to discuss their learning, their targets and what they may need to do to improve and meet their targets.