Doucecroft School Services

Assessment Policy

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Autism Anglia, Doucecroft School Services
Assessment Policy

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1. **Doucecroft School Services**

**Our Ethos:**

We welcome individuality and provide a safe and positive learning environment, to enable our students to thrive and meet their full potential preparing them for their future.

**Our Mission:**

At Doucecroft School Services our mission is that our students are/have:

- Developing – Independence and life skills
- Opportunity – to experience and learn new things
- Understanding – to be understood and valued as an individual
- Creativity – to express myself as an individual
- Encouraged – to try new things and realise my potential
- Confidence – to achieve and develop my self esteem
- Respect – to feel accepted and accept others
- Openness – to share experience and feelings with others
- Fairness – to be recognised for achievement
- Tolerance – accept that everybody is different

**This policy aims to:**

Provide clear guidelines on our approach to formative and summative assessment;
Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents; Clearly set out how and when assessment practice will be monitored and evaluated.

2. **Legislation and guidance**

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.
This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels, the Rochford Review and Rochford Review Rochford Review recommendations - equalities impact assessment.
It also refers to statutory reporting requirements set out in the Education (Student Information) (England) Regulations 2005: schedule 1.

This policy complies with NMS 2.8 “The school provides opportunities for all children to develop the daily living skills, needed by the young person for their likely future living arrangements, taking account of their age and needs” and NMS 10.1 “Children develop their emotional, intellectual, social, creative and physical skills through the
accessible and stimulating environment created by the school. Children are supported to take part in school based and out of school activities.” This policy complies with Independent School Standards Part 1, Quality of Education.

3. **Principles of assessment**

At Doucecroft School, accurate and appropriate use of assessment is crucial to ensure that teaching and learning is effective, identifying what students already know and how to move forward, therefore enabling all students to thrive and meet their full potential preparing them for their future.

*The individual student is kept at the core of our assessment, teaching and learning processes:*

![Diagram showing the core of assessment, teaching, and learning processes]

### 3.2 The areas assessment is intended to measure

Assessment is used to assess:

- **Communication**

  Communication Assessment is made for both non-verbal and verbal communication skills. The Speech and Language Therapists work with classroom and residential staff to assess and develop communication strategies. Assessment of communication informs each student’s Individual Student Plan targets.
• Social Skills
Assessment of social skills by the speech and language team informs the work done in social skills groups. This assessment also informs Individual Management Plans. Both Individual Student Plans and Individual Management Plans are reviewed regularly and at least twice a year.

• Sensory Differences
The acknowledgement and understanding of the role sensory issues have in the learning environment encountered by students with ASC is central to the development of Individual Student Plans and Individual Management Plans. Seven areas are addressed:
  - Vision
  - Olfactory
  - Auditory
  - Taste
  - Touch
  - Proprioceptive
  - Vestibular

• Personal Development
The school have devised a tracking document that tracks areas of personal development. Each area is scored from 0 to 6 depending on how well the skill is embedded. Each area consists of descriptive items to be scored by members of staff who knows the student well. The scores are used to track development in the areas of managing their own behaviour, self-esteem, general work ethic, interactions with others and feelings about school.

The school has devised a life skills tracking document as well. This document is completed termly within the residential setting and the Post-16 department.

The school is trialling the use of the Autism Education Trust Progression Document as a summative assessment tool in December 2018 within KS1 – KS3 and where appropriate within KS4 and transition. The tool will be used to support teachers, speech and language therapists and occupational therapists in setting targets from a recognised framework.

A “Pen Picture” is also created within the first week of the student starting within the setting. The students within Key Stage 2 are trialling Learning Journals as a way of evidencing progression in personal development other time.

• Behaviour
Information gathered during the admissions process informs the initial Individual Management Plan (IMP). Observation and data analysis taken from a student’s starting point, through their trial period inform the further development of IMPS.

Further behaviour analysis throughout the placement ensures strategies are reviewed and remain effective. Behaviours are recorded on intervention logs for each student and reviewed. Key information from intervention logs are used to inform IMPS.
• Care Practice
Information from parents/carers is used to develop an initial care plan. This is then amended based on observation as students settle. Students have a significant input into setting their own targets and recording their progress against those targets where appropriate.

• Curriculum
Information is gathered on the students' starting points in English, Maths, Science, PSHE and Citizenship and computing through Connecting Steps. Progress is measured over time in these subjects. All non-core subjects taught are tracked through “Non-core Tracking Sheets” in Art, DT, RE, Music, Geography and History.

4. **Assessment approaches**

At Doucecroft School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 **In-school formative assessment**

Formative assessment used within Doucecroft School includes:
- Questioning
- Marking
- Feedback
- Self-assessment

Formative assessment is used to assess knowledge, skills and understanding on a continually basis to identify gaps and misconceptions.

Effective in-school formative assessment enables:
- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child’s strengths and what the areas to be developed are.

Where appropriate students may be self-assessing their knowledge, skills and their understanding. The stages of self-assessment within Doucecroft are:
Staff reflect on the students work - what the student has done well.

Students indicate if they like/dislike a learning activity.

Students reflect on "I tried my best" and "I like the work".
This will develop to "I understood the task".

Students begin to reflect on their skills and understanding in relation to their individual student plan targets, using "I can" statements.

Students reflect on the next steps needed to develop further.
4.2 In-school summative assessment

In-school summative assessment includes review of student plan targets, annual review of EHCP/ Statement, SaLT assessments and OT assessments (as and when necessary).

Effective in-school summative assessment enables:
School leaders to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching
Students to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
Parents to stay informed about the achievement, progress and wider outcomes of their child across a period.

4.3 Nationally standardised summative assessment

At present, the summative assessment is used to compare data to the National Progression Data 2010 – 2011. This data is used for those students working in Key Stage 1, 2 and 3. Nationally standardised summative assessments take the form of Functional Skills qualifications throughout Key Stage 4 and post-16.

Nationally standardised summative assessment enables:
School leaders to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
Teachers to understand national expectations and assess their own performance in the broader national context
Students and parents to understand how students are performing in comparison to students nationally.

4.4 Assessment Systems by Key Stage:

Within Doucecroft School, there are four curriculum pathways. The first pathway is for the students who are not yet engaged in subject specific learning (those students who are at the early stages of learning) and the second, third and fourth pathway is for those who are engaged in subject specific learning.

The non-subject specific pathway ensures that the “Student Plan” is at the heart of the curriculum and that the focus is on the way students engages with the learning. The intention is that as the student is ready, they can move onto the subject specific learning.
AET Progression Document is being trialled—social interaction; positive relationships; positive relationships and friendships; group activities; problem solving and thinking skills; personal care

Engagement Profile

Assessment

Learning Journal (if appropriate) or IRS to evaluate the ISP targets.

Intensive Interaction record sheets

Primary Assessment

AET Progression Document (all areas)  B Squared in English, Maths, Science, PSHE, Citizenship and Computing.  Non Core Subject Tracking

Personal Baseline Assessment  Learning Journal

Secondary Assessment

AET Progression Document (all areas)  B Squared in English and Maths Science, PSHE, Citizenship and Computing.  Non Core Subject Tracking

Personal Baseline Assessment  Learning Journal (once students come through with the journal)
5. **Collecting and using data**

P Levels for students of compulsory school age are assessed using B squared Summative Assessment. This data is entered into Connecting Steps to enable progress to be tracked. The school services use percentage data and this is making the tracking of the very small steps in progress more reliable. Data at present is collated at the end of the academic year and for annual reviews.

The Education Leadership Team set targets for the academic year in the areas of Speaking, Listening, Spoken Language, Reading, Writing, Number Statistics, Geometry and Measures.

The students within Doucecroft are set realistic, yet challenging targets, based on the target setting grid. This grid is based on the National Progression Data.
New Students

Doucecroft School has a specific approach to collating information to form a Baseline Assessment:

**Admissions Process**
- Information collated throughout the admissions process will capture the students abilities and support needs.

**Placement begins**
- The student is offered a place.
- Transition is planned and implemented.
- Management Programme (IMP) is written
- Placement begins.

**Baseline Assessment Begins**
- Baseline Assessments are completed by Teacher, PBS, SaLT and/or OT
- Assessment tools may include: TALC, Sensory diet checklist, CAR
- Management Programme (IMP) is reviewed at least every fortnight
- Pen profile is started

**Individual Student Plan**
- Meeting held wherever possible with parents/carers to discuss Individual Student Plan at the first Interim Review
- Targets set in the areas of communication, sensory, need to add all of the other areas

**Curriculum**
- Curriculum assessment is initiated using Connecting Steps.
- Non-core tracking baseline is initiated.

**Baseline Assessment is completed**
- Meeting held wherever possible with parents/carers. Student to be invited if appropriate to do so.
- Meeting held at the end of the two term trial period.
- All baseline assessments are shared with parents - curriculum levels, SaLT assessment, OT assessment (where relevant)
- Place is confirmed, extended or terminated.
6. **Reporting to parents**

Assessment data is reported to parents through the annual review process, CIN meetings and end of year reports.

The end of year report will include:
- Comments on general progress over the year in English, Maths, Personal Development and progress within the residential setting (if relevant).
- The students attendance record (the total number of possible attendances, the total number of unauthorised absences expressed as a percentage of the possible attendances, unless the student is no longer of compulsory school age.
- Arrangements for discussing the report with the class teacher.

The report for the annual review will include:
- Details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development.
- The results of any examinations taken, by subject and grade achieved since the last annual review.
- Information from OT/ SaLT around students’ progress.

Termly consultations with parents are offered. These discussions include:
- Information about general progress over the term
- The opportunity to discuss any concerns around behaviour
- An opportunity to share strategies to ensure consistency across the school and home setting

7. **Roles and responsibilities**

7.1 **Governors**

Governors are responsible for:
- Being familiar with statutory assessment systems as well as how the school’s own system of non-statutory assessment captures the attainment and progress of all students.
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data.
- Attending Subcommittee for Teaching, Learning and Assessment.

7.2 **Head teacher**

The head teacher is responsible for:
- Ensuring that the policy is adhered to
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years
7.3 **Assistant Head teachers**
The assistant head teacher with responsibility for teaching, learning and assessment is responsible for:

- Monitoring standards in core subjects.
- Analysing student progress and attainment, including individual students and specific groups.
- Prioritising key actions to address underachievement.
- Ensuring that progress is tracked in all subjects taught.
- Facilitating the subcommittee for Teaching, Learning and Assessment.

The assistant head teacher with responsibility for personal development and welfare is responsible for:

- Monitoring progress within Personal Progress

7.4 **Examinations Officer**

The examinations officer is responsible for:

- Managing the administration of public and internal exams and supply data for the analysis of Examinations results.
- Advise the Senior Management Team, class teachers and other relevant support staff on annual Examinations timetables and application procedures as set by the various Examinations boards.
- Ensure that candidates and their parents are informed of and understand those aspects of the Examinations timetable that will affect them.
- Consult with teaching staff to ensure that necessary paperwork and controlled assessments are completed on time and in accordance with JCQ guidelines.
- Submit candidates’ internal assessment/coursework, marks and any other material by the appropriate awarding bodies correctly and on schedule.
- Arrange the dissemination of Examinations results and certificates to candidates and forward any appeals/re-mark requests, in consultation with the SMT.
- Report any suspicious incidents, actual malpractice or errors with the administration of exams to the Head of Education immediately.

7.5 **Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy. They should:

- Adopt a range of methods to ensure that they can assess the progress of all students accurately
- Ensure assessment directly evaluates students’ knowledge, understanding of the curriculum, skills acquired; ensuring that there is a clear link between assessment and target setting
- Encourage students to actively engage in the assessment process, where appropriate
- Where appropriate, ensure that students are aware of and understand the learning objectives
- Ensure that assessment takes into consideration students’ motivation, confidence and self-esteem
• Identify through assessment, those students who are not achieving and plan appropriate intervention program
• Ensure that results of assessment are used to inform planning for differentiation and challenge in lessons
• Adopt creative approaches to assessment in order to maximise students’ engagement in the assessment process.
• Ensure a Pen profile for new students is prepared within the first week of placement and is used as a baseline from which to track progress in personal development.
• Ensure core assessment and Student plans in place by the end of a student’s trial period.
• Ensure support staff have knowledge of assessment methods used. Assessment is shared with other key staff; residential, behaviour support and therapy teams
• Internal moderation of English, Maths and science work
• External moderation with local schools to ensure best practice
• Subject co-ordinators collect evidence to support achievement at P Levels and National Curriculum Levels to Support the assessment and moderation process.
• Engage with other professionals and value their assessment of the students in their class.

7.6 Residential Managers

Residential managers are responsible for ensuring the following:
• Ensure assessment directly evaluates students’ knowledge and skills acquired; ensuring that there is a clear link between assessment and target setting
• Encourage students to actively engage in the assessment process, where appropriate
• Where appropriate, ensure that students are aware of and understand the learning objectives
• Ensure that assessment takes into consideration students’ motivation, confidence and self-esteem
• Identify through assessment, those students who are not achieving and plan appropriate intervention program
• Ensure a Pen profile for new students is prepared within the first week of placement and is used as a baseline from which to track progress in personal development.
• Ensure core assessment and Student plans in place by the end of a student’s trial period.
• Ensure support staff have knowledge of assessment methods used.
8. **Monitoring**

This policy will be reviewed annually by the Assistant Head teacher with responsibility for teaching, learning and assessment and the Teaching, Learning and Assessment Subcommittee. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. All staff are responsible for ensuring that the policy is followed.

The Assistant Head teacher with responsibility for teaching, learning and assessment will monitor the effectiveness of assessment practices across the school, through:

- Internal moderation
- External moderation (where appropriate)
- Lesson Observations
- Work scrutiny
- Tracking of progress in core subjects

9. **Links with other policies**

This assessment policy is linked to:

- Curriculum policy
- Examination policy
- Marking Policy
- 14 – 19 Policy
- Monitoring Teaching and Learning