

Fiveways School

A Specialist School for 'Communication & Interaction'

Reviewed & updated July 2022
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Assessment, Recording & Reporting Policy

“What does a good life look like for me now and in the future?”

This policy should be read in conjunction with:

- Curriculum Policy
- Teaching and Learning Policy



School Aims

- ✓ To create a happy and secure learning environment rich stimulation and challenge
- ✓ To ensure all members of the school community can grow in self-esteem and develop to their full potential
- ✓ To provide developmentally related experiences responding to pupils' individual needs
- ✓ To provide pupils with an education appropriate to the world beyond the classroom
- ✓ To develop pupils' communication and interaction skills enabling them to make positive relationships and decisions, and giving them more control over their lives

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This policy is written with particular reference to the following documents:

- The Rochford Review: Final Report
- Assessment without Levels: Qualitative Research
- Pre-key stage 1 Standards
- Pre-key stage 2 Standards
- The Engagement Model
- Early Years Foundation Stage

Rationale

Assessment should be used to acknowledge and celebrate pupils' achievements and progress, no matter how small or how long it takes. It must be in a form that is useful and meaningful to reflect highly personalised learning and enables teachers to effectively plan future Personalised Learning Goals (PLGs) and curriculum experiences. Assessment must "measure what is important" so is primarily focused on our specialist curriculum areas related to the specific strengths and needs of pupils with severe, profound and multiple learning disabilities (SPMLD). Recording and reporting are carried out in ways that enable us to identify and share progress, strengths and needs, specifically focused on these PLGs, for a range of purposes and audiences e.g. pupils, parents, Governors and Local Authority.

Aims

Assessment, recording and reporting enables:

Pupils to:

- Recognise, celebrate and take pride in achievements no matter how small
- Share their achievements with others
- Recognise areas to be developed
- Be involved in planning their own future learning, as far as meaningfully possible

Teachers to:

- Have a clear and detailed knowledge of each pupil's strengths and learning needs
- Plan meaningful, realistic and achievable PLGs and lessons for individual pupils and groups
- Have a baseline against which to measure achievement and progress
- Celebrate, share and report progress with pupils, parents / carers and others
- Make relevant and effective contributions and decisions for Annual Review

Parents and carers to:

- Know how their child is progressing
- Be able to support and encourage at home
- Participate in celebrations of achievements
- Make relevant and effective contributions and decisions for Annual Review

The school to:

- Provide continuity and progression
- Provide and analyse progression data for individuals and groups
- Be reliable and consistent across the school in use of evidence, strategies and moderation
- Contribute to effective transitions
- Comply with statutory requirements

Personal Learning Goals (PLGs)

The title Personal Learning Goals reflects school's commitment to a personalised approach to teaching and learning. These PLGs focus on what is most important for pupils now and in the future, building on prior learning and learning outcomes from their Education Health Care Plan (EHCP) and most recent EHCP review. An annual analysis of Strengths and Needs is carried out using these documents and other supporting evidence such as relevant assessments and reports from professionals and families. From the strengths and needs analysis PLGs are identified annually with baselines and expected outcomes. Each of those annual PLG outcomes has a number of 'milestones', which provide more specific and measurable outcomes to be assessed during the year. In recognition of differing complexity of need the number of PLG milestones set for each pupil may vary. For example, pupils with the most complex PMLD have fewer milestones whilst pupils able to access more subject specific learning have more milestones.

PLG milestones are not linear or hierarchical in recognition that pupils with SPMLD make progress in different, often lateral ways and progress may fluctuate over time; indeed some pupils may not make progress so the focus will be on trying to maintain skills and knowledge. PLG milestones are written as "I can..." statements to focus on positive approaches and recognition of achievement. They may be taught through any aspect of the school day and curriculum; our philosophy is that every activity is a teaching and learning opportunity.

It is important to note that PLG milestones do NOT represent everything that it is taught. They do represent the priorities for learning 'now' and therefore priorities for assessment.

Core Early Years PLGs:

- Personal, Social & Emotional Development
- Communication & Language
- Physical Development & MOVE (Moving & Handling)
- Physical Development & MOVE (Health & Self Care)
- Literacy
- Mathematics

Core Main School PLGs:

- My Communication
- Language & Literacy
- Numeracy / Sensory Cognition
- Learning for Life
- Myself & Others
- My Body

6th Form PLGs:

- Communication
- Work
- Independent Living
- Community
- Health

Assessment and Recording Models

Two main forms of assessment are carried out:

‘Summative’ assessment is carried out at fixed points in the school year in order to assess pupil progress for both PLGs and statutory requirements. Statutory assessment requirements for each key stage are published by the DfE and the school complies with all these requirements.

- For pupils engaged in subject specific learning statutory assessment is carried out for English and Maths using the Pre-Key Stage Standards at the end of Key Stage 1 and Key Stage 2. Additionally this may include phonics and multiplication tables assessments.
- For pupils not yet engaged in subject specific learning statutory assessment is carried out using the Engagement Model and at the end of Key Stage 1 and Key Stage 2 it is reported which pupils are assessed using the engagement model
- For pupils in the Early Years statutory assessment is carried out using EYFS baseline by week 6 of autumn term and EYFS profile at the end of their EYFS year
- For all pupils, Evidence for Learning ‘Insights’ is used to provide personalised summative data of PLG milestone progress from baseline to expected outcome

‘Formative’ assessment is in the form of ongoing observations and evaluations during the school day and reflective termly pupil progress meetings. This formative assessment identifies progress, gaps and misconceptions for PLG milestones both in the moment and over time, making teaching and next steps planning more responsive and effective. Quantitative data and single numbers do not adequately describe the spikey profiles and progress of pupils with SPMLD so our model predominantly uses qualitative data and narrative to gain a holistic and meaningful picture of pupil progress. For example it enables us to capture, understand and respond to:

- The complex, unique and often inconsistent way pupils progress
- Pupils unique and vastly differing starting points

- Even the smallest, lateral steps of pupil progress as well as linear
- Pupils whose responses vary across different times of day, between different days, with different people and in different contexts
- Pupils whose progress plateaus or regresses either temporarily, over extended periods or permanently e.g. as a result of a medical condition or emotional and behavioural challenges. Appropriate next step PLGs would then be to maintain skills and concepts or slow the decline
- Pupils who do not easily generalise what they have learned and need to be taught the skill or concept in differing contexts with differing equipment and communication methods to ensure they are able to use the skill more widely

Our internal school assessment model tracks progress against PLGs in **three** key ways:

- Prompt codes to demonstrate progress in terms of reduced prompts and increased self-scaffolding / independence. There are 10 prompt codes to provide both qualitative and quantitative data
- A Continuum of Achievement Scale (CAS) to demonstrate progress on a scale identifying skills and concepts as emerging, developing embedding, secure / maintained and generalised. This also has a 10 point scale to provide quantitative data in addition to the qualitative data
- Level of Engagement. There are 5 areas: exploration, realisation, anticipation, persistence and initiation. These are not linear and there is no quantitative score, rather levels of engagement related to PLGs are identified in flexible, holistic ways.

Achievement and progress are recorded using a combination of paper based and Evidence for Learning app. The assessment evidence gathered for these records includes:

- Annotated pupil work
- Observation and witness statements
- Photographs
- Visual and audio recording

Evidence for Learning app provides opportunity for greater collaboration between school and home (parents / carers) to share and contribute evidence of experience, achievement and progress in different contexts.

Pupil Progress Meetings

Pupil progress is formally reviewed each term in a number of ways

- Individual teacher pupil progress meetings
- Joint teaching, learning and assessment meetings
- Joint evidence of learning moderation meetings

These activities provide opportunity for analysis of evidence and data to celebrate, challenge and support the assessment and progress of pupils. They identify priorities for next steps planning and those pupils who may need additional support or alternative strategies.

Pupil Progress Records

For each pupil there is a record of achievement and progress which includes:

- PLG records
- Progress assessment and data summary

- Moderated samples of PLG Evidence of Learning
- Reports
- Other achievements and “starry moments”

Marking and Feedback

At Fiveways ‘marking’ includes some annotation of pupil work, however work is predominantly practical and concrete in nature and pupils require other more meaningful methods.

“Marking” includes observation and witness statements in Evidence for Learning and immediate feedback to pupils:

- To maximise the likelihood of making a connection with what they have done
- To ensure marking and feedback is clear, relevant and useful to them
- To encourage engagement
- To celebrate their achievements
- To give clear guidance for all staff

And as appropriate:

- To understand next steps
- To encourage reflection and awareness of learning from mistakes
- To develop a resilience to constructive criticism

How do we give meaningful feedback to pupils?

For the majority of our pupils, feedback needs to be immediate and very clearly related to the PLG milestone or other ‘special moments’ of learning. Feedback must be given at an appropriate communication level for pupils to understand. For pupils with PMLD this means emphasis on responsive imitation, modelling and reflecting back through body language, gesture in addition to any verbal, object of reference, symbols and signs. For pupils with SLD this means verbal and visual feedback supported with signs and symbols to promote the greatest understanding of their achievements and next steps.

As pupils develop understanding they are supported to identify the PLG they are working on and have made progress toward or achieved. They also engage in shared celebration of peer achievements, individually or as part of whole school “Star of the Week”.

How do TAs give feedback to teachers about pupil achievement and progress?

A key part of ensuring consistency across the school is accurate annotation and recording. This should include the context and types of prompt or support using the agreed prompt codes. It may include the frequency that the PLG was met and level of pupil engagement. These key annotations are noted on PLG records. The same terminology should be used when providing verbal feedback to staff. Additionally the use of post-its and stickers may be used to provide immediate or interim feedback.

Reporting

At Fiveways reporting happens in a number of informal and formal ways including:

- Daily home school communications e.g. Link book, letter, phone calls, email to report on and share particular celebrations, achievements or needs
- Internal reporting of pupil assessment data. This is compiled using Excel and Evidence for Learning app. This approach allows us to assess and report using some quantitative data

but more importantly provides a qualitative narrative in a format that provides meaningful evidence of progress against PLGs and outcomes in EHC Plans.

- PLG outcomes shared with parents and carers a minimum of half termly
- Settling in Review reports on progress and proposed PLGs for pupils new to the school in liaison with parents and carers
- 'Meet the Teacher' in the autumn term to report on progress and liaise with parents and carers to plan for the coming year
- Annual Review of Education, Health and Care Plan (EHCP) reports on progress towards PLGs and EHCP learning outcomes. This is carried out using Person Centred Planning (PCP) approaches as appropriate to the individual pupil and their family. Reports and supporting evidence are then reported to the LA via the Professional Portal identifying outcomes and any required amendments
- Termly reporting to Governors on pupil progress as part of the Heads report
- Statutory reporting to LA and DfE on EYFS Profile, Phonics Screening, Pre Key Stage Standards and Engagement Model for Key Stage 1 & 2 during summer term each year. The Standards and Testing Agency advise annually on any changes in relation to this statutory assessment and reporting

Moderation & Evidence of Learning

Collated evidence of learning and assessment of progress are moderated internally through a schedule of annually published teachers meetings. Moderation focuses on ensuring staff agree on sufficiency of evidence and interpretation of pupil progress. Samples of evidence are moderated ensuring all pupils are included in the moderation over the academic year.

Moderation is conducted in a supportive but challenging manner where comments and recommendations are made about good, strong evidence, consistency and areas for improvement. As appropriate teachers may need to amend the evidence and assessment.

Outcomes of moderation may also result in staff CPD sessions to refresh and improve evidence gathering, recording and assessment practices across the school. Evidence of Learning is collated in Pupil Progress records.

Pupils are not compared with one another as their strengths and needs, starting points and PLGs are different meaning comparison is not a useful or effective exercise.

Internal moderation and evidence are externally moderated by leaders from the SEN.SE group of schools as part of external verification visits.

Awards and Accreditation:

A range of both nationally recognised and specialist awards and accreditation are used flexibly and in personalised ways throughout the school e.g. Signalong, MOVE, AQA unit award scheme Functional Skills (e.g. WJEC) both at pre entry and entry level, Duke of Edinburgh and personalised school awards.

Key Stage 4 & 6th Form (14-19 curriculum)

The school has carefully chosen accredited programmes that meaningfully recognise achievements for pupils with SLD and PMLD and reflect our preparation for adulthood curriculum ethos "What does a good life look for me now and in the future?"

AQA Unit Award Scheme

The awards are planned as a 'flight path' based on the strengths and needs of each pupil and the phase they are working within on entry to 14-19 curriculum. Evidence is moderated internally before submission for external moderation and award.

Duke of Edinburgh Award

Pupils can undertake programmes leading to a Bronze Duke of Edinburgh's Award. These have been carefully adapted and agreed by the awarding body to provide activities that are meaningful and challenging for pupils with SLD whilst still meeting the criteria for each of the areas required for accreditation.

Functional Skills: Pre Entry and Entry Level

Following curriculum evaluation entry level certificates and functional skills assessments have been identified for pupils in Key Stage 3 achieving Fiveways Phase 5 or above in literacy and numeracy.

Celebrations

- **Star of the Week Assembly:** A school celebration of achievement and progress within the previous week.
- **Half-termly Celebration Assembly:** Stars and certificates are awarded each half term for particularly notable achievements and progress.
- **End of Year Celebration & Leavers Assembly:** This celebration includes presentation of a number of awards and cups to pupils who have made the most significant progress over the year. They are donated from Governors and parents of former pupils and include:
 - Hugh Steiner Governors' Senior cup presented to a senior pupil
 - Governors' Primary cup presented to a primary aged pupil.
 - Governors' Infant cup presented annually to an Early Years / Infant aged pupil
 - Shannon's Sunflower Award (for PMLD learners)
 - Imogen's Shining Star
 - Billy's Swimming Star
 - Jane's Music Award

It is also an opportunity to reflect on and celebrate the school life of pupils leaving school.

- **School website and scrolling presentations in the school entrance foyer**
- **Home School link books:** In addition to sharing essential information and guidance the home school link books are used to précis pupil experiences, challenges and celebrate achievements each week.
- **Meet the Teacher Event:** This is an annual event held in the first half of autumn term to review and celebrate pupils settling in to school and/or with new pupil and staff groups.
- **Annual Open Evening:** An informal evening for family and friends to celebrate progress and achievements of their own child, share in wider celebration of pupils across the school and meet all the professionals involved in the education and care of pupils. It is also a chance for our 'new families' to see the wider school and for us all to congratulate our leavers.
- **Seniors' Presentation Evening**

This takes place towards the end of summer term, involving pupils in key stage 4 and 6th Form who have completed all or some modules of awards and accredited programmes, work-related learning placements and other learning. It includes an informal gathering of

pupils, family and friends to look at portfolios over some light refreshments and a more formal celebration where achievements are acknowledged and certificates awarded. It is an opportunity for pupils to dress-up, celebrate and share with their family, friends and the school community in an adult manner.

Record of Achievement and Experience (RofA&E)

- Pupils in EYFS have a Learning Journal which provides child focussed and family friendly evidence of their progress throughout the year. This is their annual RofA&E.
- 6th form pupils have accreditation portfolios which contain evidence and celebration of achievements. These pupils may have additional supporting RofA&E evidence.
- All other pupils have a RofA&E. It contains many of the experiences, achievements and celebrations used in evidence of learning and pupil progress throughout the year but is presented in a family friendly and pupil accessible format. Paper, electronic or multi-media formats may be used dependent on which is more appropriate for individual pupil's ability, access and interest. The document comprises between the equivalent of 15-20 pages with a front title page and back.

RofA&E is not a statutory requirement but the school values it for pupils because it:

- Celebrates success and increases pupil motivation
- Includes pupils' personal input to create it
- Allows sharing of pupils' achievements with parent carers and transition placements

Equal Opportunities

At Fiveways School, we recognise that pupils have widely different abilities, strengths and needs across the whole school. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil and achieve this by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks with a varying degree of challenge, some children not completing all tasks
- grouping children by ability and setting different tasks to each ability group
- providing resources of different complexity
- Targeted and flexible deployment of teaching assistants to support individuals or small groups

Pupils of all abilities have the opportunity to develop their knowledge and skills

- Through planned curriculum progression throughout their school career
- By providing increasing PLG breadth and challenge relevant to their individual, changing strengths and needs as they move up through the school.