



Assessment Policy

Priestley Smith Specialist VI School

September 2021

Policy review date: September 2022

Policy status: Non-statutory

Responsible member of SLT: Joanna Garvey Head Teacher

Priestley Smith School is committed to the rights of the child as outlined in the UN Convention and is working towards Rights Respecting Schools Gold award. This belief influences everything the school does and impacts upon all our policies.

Article 3

The best interests of the child must be a top priority in all things that affect children.

Article 23

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 29

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Aims

Priestley Smith School aims to establish an assessment system which is designed to support strong educational outcomes for all children. All our pupils have a visual impairment and many have additional needs. A VI limits a child's incidental learning and Many students with low or no vision will read at a slower speed than their sighted peers. So individual flightpaths through progressing at school will be different for each child, but must always be ambitious and challenging to ensure they meet their individual potential for their futures.

Our assessment should ensure that we give reliable information to pupils and parents about their performance individually and compared to other similar pupils. This allows for

- Meaningful tracking of pupils as they develop through each key stage
- Providing information which is transferable and easily understood based on formative and summative assessments
- Differentiating attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- Helping drive improvement for pupils and teachers and is closely linked to improving the quality of teaching.
- Ensuring feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.

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

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 and The Rochford Review.

It also refers to statutory reporting requirements set out in the Education (Student Information) (England) Regulations 2005: schedule 1.

Principles of assessment

All assessments will be adapted to meet the VI and learning needs of each pupil. This may mean assessments are tactile, brailled or enlarged.

- The underlying principle of **assessment** at Priestley Smith School is to check and identify Student understanding of the concepts and skills they are being taught in all subjects and to determine their next learning steps.
- Assessment is used to help the Student to identify what they need to do to improve further and to enable the teacher to match a Student’s learning accurately to their ability and understanding
- Assessment is carried out on a daily basis as part of every lesson and also on a termly basis where overall progress is summarised.
- Targets are set for the end of each term and the end of each Key Stage.
- Some Students will undertake internal or external assessments, tests and exams during the academic year to measure their progress.
- Every child will receive a written report during the year, which focuses on the progress they have made.
- Parents have two Parents’ Evenings per year and one annual review meeting where they discuss with staff their child’s progress.

The Government has announced that schools need to create their own assessment systems involving the following principles:

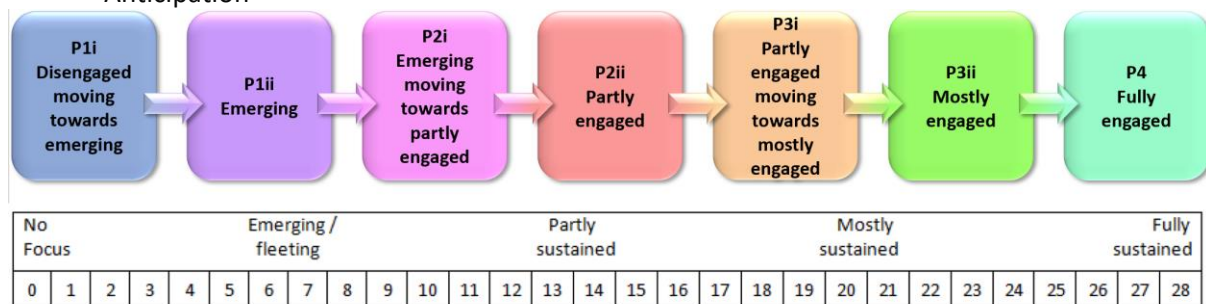
1. **Give reliable information to parents about how their child, and their child’s school, is performing.**
2. **Help drive improvement for pupils and teachers.**
3. **Make sure the school is keeping up with external best practice and innovation.**

Assessments form an integral part of teaching and learning at Priestley Smith School. The outcomes of assessments provide us with information on the learning and progress of students supporting us to identify intervention needs. For teachers this informs teaching practice and for students and parents it provides valuable insight into areas of strength and weakness.

Our assessment system measures progress utilising the Engagement Model tracking progress across 7 aspects of cognition and learning against levels of engagement. These are broken down into stages, Priestley Steps, from levels PS1i to PS3ii. the early Years foundation stage

The Engagement model for students’ progress is tracked through Priestley Steps 1 – 4 reviewing the engagement in the 7 aspects of cognition and learning (see Appendix 1 for tracker to assess progress)

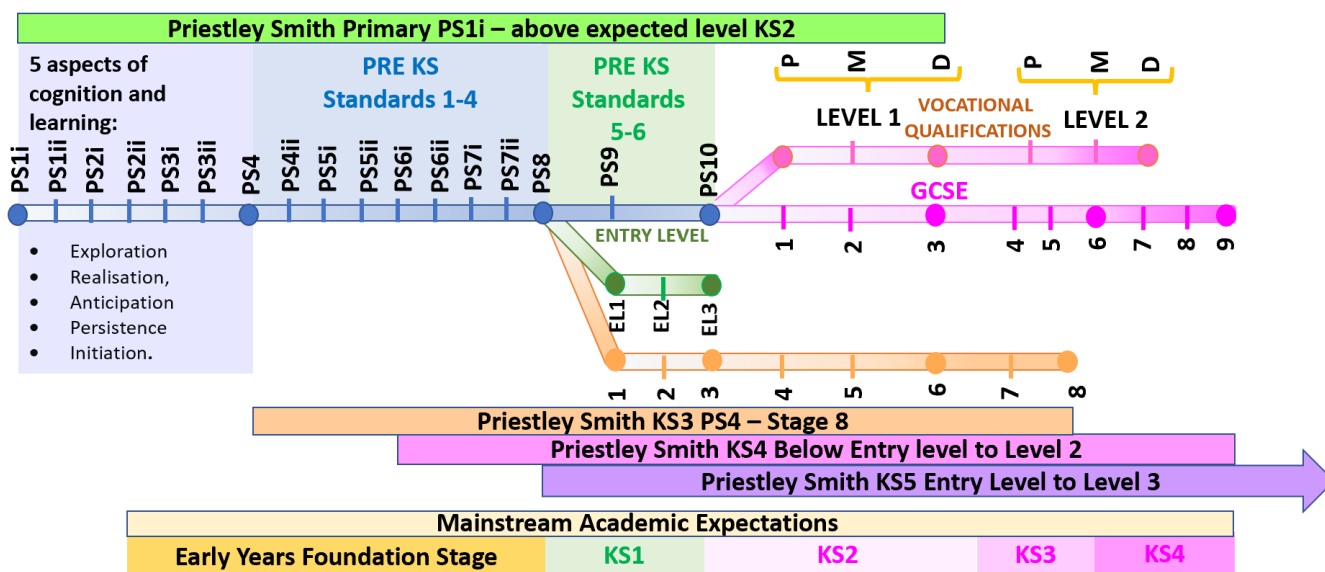
- Exploration
- Realisation,
- Anticipation
- Persistence
- Initiation.



Following on from the engagement model, students’ progress is assessed against the Pre Key Stage standards, again using Priestley Steps so that clear progression can be seen in a coherent way. PS Level 4 to PS levels 9 and 10 (the last two levels created by the school to bridge the gap between P8 and end of Year 1 expectations) and then from **Stage 1 to the end of Stage 8**, which is just below GCSE level. Our Key Stage 4 and 5 assessments then measure progress through **Entry Level, Level 1, Level 2, GCSE and A levels**.



Our curriculum is designed to meet the needs of our specific students. Equally our assessment system is also bespoke, having been designed by skilled and experienced staff to measure the progress of students in very small steps within all areas of our curriculum. All students are given target grades for end of Key Stage as well as in KS3 and 4 in the individual subjects that they study. Target grades are generated based on a student's performance in their baseline testing and are forward estimates of how a student may perform in their future examinations utilising a flight path, taking into account individual SEND needs. Progress is measured against a student's target grade in a given subject.



Assessment approaches

At Priestley Smith 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.

IN-SCHOOL FORMATIVE ASSESSMENT

Effective in-school formative assessments can be carried out within the learning in the classroom and through the homework set weekly in Primary and every two weeks by individual subjects in Secondary. This 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 weaknesses lie, and what they need to do to improve

Formative assessments should be recorded twice each half term to monitor progress and provide timely interventions

Teachers at Priestley Smith School use on-going formative assessment to identify short term intervention needs and to ensure that students are confident in all aspects of the curriculum. They use this method of assessment to identify gaps and misconceptions all of which are used to support learning. Students are involved in formative assessment through

IN-SCHOOL SUMMATIVE ASSESSMENT

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

Summative assessments are carried out 3 times during the academic year for formal reporting purposes. In the Autumn and Spring term they will be milestone pieces or end of topic assessments

The results of summative assessments will be used to place students on the appropriate pathways, however these will be reviewed and modified in line with a students progress.

Summative assessments should be moderated within the primary or secondary departments to ensure that the grades entered are reflective of the evidence presented.

Reporting to parents

Reporting to parents takes place through paper based reporting, EHCP meetings and parents' evenings

All reports contain information on progress towards target grades and effort. Attendance is also reported at the end of each term.

Support for all

Assessment will be used diagnostically to contribute to the early and accurate identification of the impact of a students' special educational need and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including tactile, brailled and enlarged materials, communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points, and take this into account alongside the nature of students' visual impairment and learning difficulties.

Roles and responsibilities

GOVERNING BODY 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

HEADTEACHER

The Deputy Headteacher (following LMM with Progress Leaders for KS4 and 5) and the Assistant Headteacher for Primary reports directly to the Headteacher, supporting the Headteacher with responsibility for:

- Ensuring that the policy is adhered to
- Monitoring standards across the key stages
- Analysing student progress and attainment, including individual students and specific groups (EAL / PP / MV / ethnicity / Boys / Girls / specific SEND need)
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

LEADERSHIP GROUP

- To provide subject teachers with the information, support and guidance they need to best support and maximise the performance of all students
- To monitor processes and procedures in order to ensure completion of summative assessments

PROGRESS LEADERS

- To use data to inform progress and punctuality intervention use this to focus 'progress walks'
- To identify students and action intervention; 'horizontal' underperformance across subjects in year groups to include progress and effort data along with attendance and punctuality
- To drive a positive culture and ethos
- To drive the rewards process (effort and progress along with improvements in both areas) through displays and assemblies
- To engage parents of those students who are progress concerns and meet with the parents of progress concerns at parent meetings and workshops

TEACHERS

- To develop appropriate assessments, that enable assessment across all ability groups
- To ensure assessments are completed
- To mark the common assessments, and provide feedback to students
- To undertake appropriate standardisation of assessments
- To ensure that moderation of assessments takes place.
- To undertake analysis of the outcomes of the assessment, and take action as appropriate via interventions.
- To log data within Classroom Monitor before the given deadline

PARENTS

- To use the reports to discuss progress with their child
- To use the report to highlight any concerns they may have
- To attend parents evenings and workshops as an opportunity to discuss reports with the class teacher

STUDENTS

- To use the reports to self-assess, and for discussion about progress with their teacher

Monitoring

This policy will be reviewed annually by SLT. At every review, the policy will be shared with the Governing Body

All teaching staff are expected to read and follow this policy.

Senior leaders will monitor the effectiveness of assessment practices across the school, through moderation, lesson observations, book scrutinies, student progress meetings and learning walks

Links with other policies

This assessment policy is linked to:

- Curriculum policy
- marking/feedback policy
- Examination policy
- T&L policy
- Attendance policy

Assessing progress using the engagement model

Engagement Scale

Pupil name: Age: Year:
 Lesson: Target:
 Activity:
 Date: Time:
 Date for next observation: Completed by:

Overview of relevant issues
e.g. Environment / pupil mood / medical OR medication?

What 'Intervention' are you using from the last scale you completed?

ENGAGEMENT SCALE

Mark TOTAL engagement score from sheet overleaf:

| No Focus | | Emerging / fleeting | | | | | | Partly sustained | | | | | | Mostly sustained | | | | | | Fully sustained | | | | | | | | |
|----------|---|---------------------|---|---|---|---|---|------------------|---|----|----|----|----|------------------|----|----|----|----|----|-----------------|----|----|----|----|----|----|----|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |

| Engagement indicators | Score 0-4 | What happened? What didn't happen and why? | Possible future interventions What will I do next time and why? How can I make the activity more appealing? |
|-----------------------|-----------|---|---|
| Exploration | | | |
| Realisation | | | |
| Anticipation | | | |
| Persistence | | | |
| Initiation | | | |

| Key for scoring levels of engagement | 0 | 1 | 2 | 3 | 4 |
|--------------------------------------|-------------------------|--|------------------|------------------|-----------------|
| | No focus/ Disengaged | Low and minimal levels – emerging / fleeting | Partly sustained | Mostly sustained | Fully sustained |