



Sheiling School Thornbury

ASSESSMENT, RECORDING & REPORTING POLICY

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Sheiling School is an Independent Residential School for young people with significant challenges. Many of our pupils arrive with us due to previous placements being unable to meet their needs. We hope to work closely with families and Local Authorities to support our pupils in accessing education and experience.

Alongside delivering a therapeutic environment and approach to education, we are committed to ensuring the highest level of attainment, achievement and outcomes for all our young people, both in terms of academic subjects and personal growth in to adult life. Assessment is therefore a focal area of our practice, and we strive to ensure that there are clear, high quality processes and procedures supporting this. We look to assessment to provide the structure behind our educational practice, and this policy forms the basis and guidance for the way in which assessment is delivered at Sheiling School.

1. AIMS

This policy aims to:

- Provide a clear outline of our approach and processes with regards to formative and summative assessment, and its uses within our practice.
- Ensure a consistent approach to the recording and reporting of assessment outcomes, the procedures which inform it, and the resultant actions based on evaluation of progress.
- Detail the procedure for the setting of targets, and the way in which Assessment supports the achievement of outcomes for our pupils.
- Clearly set out how and when assessment practice will be monitored, moderated 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](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

We adhere to the General Data Protection Regulations in every aspect of our practice, and this will extend to the information and data generated by practice related to our Assessment Policy.

3. PRINCIPLES

- As a school we aim to ensure that a holistic and individualised approach lies at the heart of our approach to education and the attainment of our pupils. We aim to ensure that this holistic approach is also represented within our assessment framework, from the model through which we develop IEP targets, to the way in which we report, analyse and act upon assessments, and results arising from the process.
- In keeping with our mission statement, inclusion and achievement for all lies at the heart of our work. We believe that assessment should be at the heart of every young person's educational provision, and will generate individualised assessment data for every pupil, to ensure that assessment promotes the highest level of attainment. We aim to ensure that our assessment framework encompasses and supports every young person at the school, and that all are able to benefit from this.
- We aim to ensure that we are efficient and meaningful in the way that data is collected and shared. We only collect the data that is relevant for each child, and is useful in terms of achieving the development that each pupil needs. Following this, data is used and shared in many different ways to ensure efficiency of the data, and the time devoted to it. Data is augmented through close qualitative analysis, leading to focused sharing that ensures meaningful, observable results and actions are attained.
- We are committed to supporting our pupils in achieving the greatest progress possible with regards to their personal and educational development. The Outcomes detailed within each young person's EHCP will form a focal point for assessment, from which targets are drawn in the form of IEPs. We encourage the greatest progress possible by embedding learning opportunities for specific IEP targets across each pupil's individualised provision. We aim for our assessment framework to adequately encompass the wide and varied assessment opportunities, activities and evidence that arise from this approach.
- Ensuring that students develop the skills required to support them in their adult lives is a central part of our educational provision, and Literacy and Numeracy form the main focus of our academic assessment. Literacy and Numeracy is at the core of all our Academic assessment and learning, supported by learning based around the Steiner Curriculum. This is detailed more fully in our Curriculum policy.
- As an integral part of our organisation and our practice, we will ensure that there is accountability at every stage within our assessment framework, and also in the management of the process as a whole. We are committed to supporting our staff in delivering all elements of the assessment process, and therefore will work continuously to ensure that the process is logistically viable, and that staff receive appropriate support in order to successfully carry out the duties detailed within this policy.
- To keep our ethos and educational approach at the forefront of our educational approach, we use three key questions to form the initial inquiry in to the way we should approach any element of our practice; 'What', to establish a solid guideline for appropriate content, 'How', to ensure a focus attention to the quality of educational processes, and 'Why', to ensure that critical thinking has been applied to every aspect of the school, ensuring quality of experience at every level. This has been applied to the concept of assessment within an educational provision to outline and guide our approach, and is detailed in the following page.

WHAT: What forms of assessment, and what focus?

We have an **initial baselining** process that is applied to each student when they join the school. From this point, we use a mixture of both formative and summative assessment to monitor, balance and ensure progress for every individual. **Formative Assessment** takes the form of Main Lesson Books, photographs, worksheets and mixed media. These are annotated by Class Teams on a daily basis, supported by IEP and subject tracker sheets that record observations and references to evidence and attainment, alongside a grade progressing towards Mastery.

Summative Assessment is conducted informally at the end of each term through the evaluation of schemes of work and updating of BSquared tracking software. At the end of each full term, formal data sets will be created detailing progress made over a term.

The school focuses on functional skills - namely literacy and numeracy, allowing us to promote the highest level of progress in the key skills our young people need in moving on from the Sheiling School in to adult life. Alongside this, we ensure the holistic progress of our pupils through our **ARIADNE Assessment Framework**. We assess each pupil's level of independence in relation to 9 key skills. From an initial baseline, we set targets that aim to develop skills in each of the areas, and these are summarised as a qualitative data score at the end of each full term, following a full moderation held by the teaching groups of each faculty. This scoring also considers the associated progress in each area that is developed through daily work towards the targets identified in the EHCP. These considerations are detailed within the AAF adjustment moderation pro-forma completed by each Class Teacher prior to moderation.



HOW: How will assessment be used?

Assessment informs our target setting process on both a half termly and termly basis. Cumulative data borne from assessment will be used within Class Progress Review meetings that support continued individualisation for each pupil's educational provision and focuses, alongside relating this to additional support from the wider school.

The lead for assessment will collate updates to BSquared tracking, and custom spreadsheets developed to document and track Ariadne Progress. This will be collected in to whole school data sets, to analyse trends, identify general and child-specific areas for improvement, and provide performance feedback for Class Teachers, Learning Support Assistants, the ELT, SLT and governors.

We will also use assessment to hold to account and improve the performance of relevant members of staff at every level within the school. We will hold relevant, responsible individuals and groups accountable for their responsibilities relating to the development, delivery, monitoring and improvement of each individualised provision, the schoolwide frameworks and strategies they are part of, and resultant progress that is within their remit. Feedback loops for the various positions within the education department include; for LSA's and Class Teacher's - Supervisions and half-termly Class Progress Reviews, for the ELT - Supervisions, weekly Quality Development Reviews and Governors and Meetings, and for the SLT in Governor's Meetings also.

We will use whole school data to analyse our achievements as educators, and inform the development of our practice, provoking adults of subject areas and specific skills and approaches within our pedagogy as education professionals. Reactive measures to this may take the form of focused 'Think-Tanks' within faculty meetings, focused and whole school trainings, and action points put in place during supervisions.



WHY: Why do we assess, what purpose does it serve?

We use BSquared Assessment to inform target setting within schemes of work for Main Lesson and Literacy, alongside developing appropriate and challenging Literacy and Numeracy IEPs.

The results of data gathering will be published in a formalised and appropriate manner at a range of levels, to ensure the accountability of all relevant members of the school team, from the Governors through the Senior and Education Leadership Teams to the Class Teachers, Assistant Teachers and Learning Support Assistants.

We aim to more directly report to parents around academic achievements, and this will be done through a half-termly publication that provides an update on progress alongside current targets, topics and focuses for each pupil.

We aim for assessment, the resultant data and the process of sharing it to always result in the development of action points and results that improve the quality of our practice, the benefit of those it serves, and an improvement to the individualisation, attainment and achievement of every young person at the school and their individual provision.

4. ASSESSMENT APPROACHES

Initial Assessment

Initial (baseline) assessment will determine not only pupils' academic and cognitive level and ability, but also what needs to be in place for pupils to be able to access learning and to set appropriately challenging targets to work towards.

Timeline of Initial Assessment		
When:	Assessment Type:	Who?
Pre-admissions	Academic attainment information from previous school is used to create a baseline assessment. This allows the teacher to pitch the learning at the right level.	Class Teachers, Assistant Teachers & Assistant Headteacher for Assessment and Progress
Pre- admissions	Positive Behaviour Support Plan and risk assessment	Class Teachers, Assistant Teachers & Assistant Headteacher for Positive Behaviour Support
Within first 6 weeks at Sheiling	Personal development baseline assessment, using our bespoke Ariadne Framework.	Parents, Class Teachers, Assistant teachers & Assistant Headteacher for Assessment and Progress
Within first 6 weeks at Sheiling	Initial baseline assessment that was based on information from previous placement is reviewed.	Class Teachers, Assistant teachers & Assistant Headteacher for Assessment and Progress
Within the first 3 months	Occupational Therapist, Speech and Language Therapist make an initial assessment of needs.	Class team, OT, SALT, Therapists team
Within the first 3 months	Dyslexia screening tool may be used to identify pupils who may have dyslexic tendencies. From this a plan is set up including adaptations and support in class and an appropriate literacy programme.	Class Teachers, Assistant Teachers & Literacy Co-ordinator

Academic assessment:

Academic assessment is focused on key functional skills, namely Literacy and Numeracy. Where it is appropriate, students may be assessed in other subject areas, for example Science in relation to a current topic, or if they have a particular skillset or interest, that would benefit the pupil's progress, achievement and attainment in that area through assessment.

Assessment of Personal Development:

- Pupils are assessed in 9 areas of personal development: *Being safe, Choices and Behaviour, Communication, Education and learning, Feelings, confidence and self-esteem, Friends and relationships, Living skills, Physical health and self-care, and Sensory difficulties.*

These areas are scored in terms of the development of independence in each area, and are moderated at the end of each full term by the teaching group within that faculty.

IEP Target Setting:

Our IEP's are formed around the areas delineated within the Ariadne Assessment Framework. We take targets from the EHCP of each individual pupil, and generate a SMART target from this. We aim to set SMART targets that are achievable over the course of a half term, or thereabouts. IEP targets are therefore evaluated on a half-termly basis. At this point, a new target will be set if it is found to be mastered through evaluation of evidence, or the target is carried on to the next term. At this

point we may adjust or modify the target based on reflection by the Class Team, to ensure that the target is truly SMART and to resolve any issues that are identified. IEPs are quality assured by the Education Leadership team, either in their entirety or as a sample as appropriate, based on previous gradings in the QA process throughout the year.

5. COLLECTING & USING EVIDENCE & DATA

What evidence do we use for teacher assessments and where is this recorded?

- Pupil books and folders- pupils’ work – completed with annotations.
- Pupil Progress File Evidence Pages – pupils’ work and observed learning behaviours, with comments on learning targets met.
- Records of Achievement and IEPs – pupils’ work and achievements.
- Daily target trackers for all IEP targets, and Literacy and Numeracy where appropriate.
- Media which includes photographs and videos for Records of Achievement and Annual Review meetings – school tablets and cameras are used capture pupils’ learning behaviours

How do we record progress?

What progress do we need to record?	How frequently do we record?	What is the purpose of this recording?	Where is this record?
For every lesson, a SMART learning target quantifiable on NC/ P-scales (Connecting Steps), accredited course assessments (Key stages 4 &5) or the Ariadne Assessment Framework.	SMART learning targets (for each lesson) and IEP targets reviewed daily.	Formative assessment i.e. assessment to inform learning, teaching, planning and next steps day to day.	Recorded on Connecting Steps (half termly) OR class tracking sheet for accredited courses (Key stages 4 & 5).
IEP targets drawn from goals identified in each pupils EHCP.	Daily, assessed in planned exercises and activities and embedded dynamic learning opportunities throughout the school day.	Formative assessment i.e. assessment to inform learning, teaching, planning and next steps day to day.	Recorded on IEP documents completed termly, following assessment of Daily Target Trackers.

What Assessment tools support the collection and generation of data?

- B Squared Connecting Steps for assessing academic attainment.
- Our own bespoke ‘Ariadne framework’ for assessing personal development.

We use BSquared’s Connecting Steps software to assess, monitor and track pupils’ progress. As this system was designed with pupils with special educational needs in mind, it allows us to break down the Performance Levels and National Curriculum using progression scales, so that all progress can be recorded.

At Sheiling School, we measure and assess progress in pupils’ personal development, behaviour and wellbeing using a bespoke system, known as The Ariadne Assessment Framework: An assessment tool for the development of independence in thought and action. The framework covers eight areas of personal development; Being safe, Choices and Behaviour, Communication, Education and learning, Feelings, confidence and self-esteem, Friends and relationships, Living skills, Physical health and self-care, and Sensory difficulties.

Teacher assessment is used in Key stages 1-5, from observations of pupils’ work and learning behaviour. Class Teachers, Craft Teachers and Specialist Teachers are responsible for assessing, recording and evidencing pupil progress in English, Maths and Personal Development). Sheiling School considers careful assessment to be a constant priority as this is the only way to ensure that pupils are making the progress they should.

How Do We Use Data?

Once data has been entered by Class Teams, it is collated by the Lead for Assessment & Data. This takes the form of spreadsheets for each Class Group with individual and group data including average progress in every area. This is then use to generate more general data for subject areas on a schoolwide level. This is then developed for use within the reporting process, in keeping with our principles for reporting.

6. REPORTING

We collect and use data as efficiently as possible, using an appropriate number of sets of data in a variety of ways, presenting in appropriate forms at each level.

Reporting opportunities	Who do we report to?	How frequently do we report?	What is the purpose of this reporting?	What are the requirements?	What does that look like?
Annual Review	Parents / Local Authority	Annual	Statement / EHC Plan review	School Report on progress & development towards EHCP/Statement outcomes	School report from Teachers and Therapists, Term 2, 4, 6 Progress report and pupil contribution.
PEP	Parents / Local Authority	6 monthly	Monitor that LAC children are making progress in line with their peers/ eliminating barriers to learning	Current academic attainment & on track/not on track to meet personalised target	Table within PEP paperwork; Term 2,4,6 pupil reports as needed
IEP	Parents	Half termly	To monitor progress towards the objectives from the Statement/EHCP	SEN Code of Practice requires schools to plan and review arrangements and set 'stretching targets' for pupils	IEP/Target evaluation
End of Year Reports	Pupil and Parents	Annual	To share an overview of learning, progress & development with parents & carers	'Annual written report on progress and attainment' (Independent School Standards)	Personalized pupil focused report
Quality Development Review	Education Leadership Team and Headteacher	Weekly	Maintain an oversight of teaching and learning, target setting, achievement and attainment across the school.	Qualitative assessment of all progress, based on individualised assessments of pupils and classes, their rates of progress and expectations.	Whole school and individualised data sets drawn from excel spreadsheets, including graphical representations.
Board of Governors Meetings	Board of Governors		Focused reports on a sample of individuals, alongside whole school data.	Monitoring and quality assurance of the assessment process within the school as a whole. Ensuring accountability of	Individual Progress documents detailing academic, IEP and positive behaviour support and risk assessment data. Whole school data

				SLT and ELT for assessment and progress.	detailing progress for class groups, individuals and within subject areas.
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7. ROLES & RESPONSIBILITIES

THE BOARD OF GOVERNORS

The board of governors will scrutinize whole school data and assessment practices as a whole, holding the Headteacher and Senior Leadership Team to account within Board of Governors’ Meetings.

THE HEADTEACHER

The Head Teacher will lead and support the delivery and improvement of assessment practice across the school. They will ensure accountability through supervisions with members of the Education Leadership Team and Class Teachers, and support improvement of practice at all levels through the revision of strategies, policies and procedures and the implementation training. The Head Teacher will support the Lead for Assessment & Data in the delivery of their role, and make judgements on changes to practice based on their recommendation. The Head Teacher will monitor whole school progress and areas for improvement in weekly Quality Development Reviews.

ASSISTANT HEADTEACHER (LEAD FOR ASSESSMENT & DATA)

The Lead for Assessment & Data will collate information for whole school and individualized data as required for regular and thorough monitoring throughout the school. They will lead work towards the improvement of assessment practices, and the resultant actions from analysis of data. They will conduct Class Progress Reviews and supervisions as appropriate, using appropriate data sets as a resource for supporting the development and improvement of individual provisions and whole class educational practice, alongside targeted performance management. As required, they will provide data for performance management and scrutiny at every level within the organization in an appropriate format and timely fashion.

CLASS TEACHERS

Class Teachers are responsible for the setting of SMART targets appropriate for promoting progress for both the AAF and Literacy and Numeracy. Class Teachers will plan to an appropriate standard promoting progress towards these targets, and coordinate their class teams in the gathering of evidence to support their formative and summative assessments. Class teachers will make formative and summative assessments, adjusting planning accordingly to ensure achievement and attainment, and log this on the school’s formats for summative assessment. Class Teachers will attend Class Progress Reviews and Supervisions, and work towards any resultant action points set to support their own practice and their class’ progress.

ASSISTANT TEACHERS

Assistant teachers are responsible for supporting both Class Teachers and Learning Support Assistants, and engaging with responsibilities related to both the learning support assistants and Class Teachers. They will be responsible for attainment and achievement in the same ways as Class Teachers and Learning Support Assistants, and will be held accountable for progress and supported in the achievement of this within supervisions and the Class Progress Reviews in the same way.

LEARNING SUPPORT ASSISTANTS

Learning support assistants will be responsible for completing daily tracking sheets relating to IEPs, annotating completed work and evidence pages, and collecting evidence through mixed media, and notes throughout the school day.

8. MONITORING

How will we monitor the consistency of Teacher Assessments?

Formative Assessments will be monitored through learning walks and individual subject audits made by members of the ELT. Internal moderation will be held at the end of every half-term, conducted within faculty groups, and will focus on specific subject areas across literacy and numeracy.

Summative assessments relating to the Ariadne Assessment Framework will be similarly moderated at the end of each half-term. This will also be conducted by faculty teaching groups, and will encompass all adjustments made to each pupil’s AAF scores.

How will data inform the monitoring of progress?

We will conduct termly Class Progress Reviews, using whole class and individual data sets to assess teacher’s performance, provide accountability for the progress of individual students, and support the improvement of practice and provision. It will provide focus on areas that would benefit from increased support and new approaches, alongside confirming summative assessments between Class Teams and the ELT.

How will assessment and resultant progress across the school be monitored?

The board of Governors will hold the assessment practice of the school and resultant progress to account within Governors Meetings. The Headteacher will present whole-school current data sets and methods for presenting individual and sample-based data, alongside developments in the school’s assessment practice.

9. LINKS WITH OTHER POLICIES

We are currently in the process of developing Annotation and Formative Assessment guidelines that provide guidance on the way in which day to day evaluative practice is conducted throughout the school.

Further information on content, practice and subject areas can be found within our Curriculum Policy, and separate policies on Literacy and Numeracy.

10. APPENDIX:

11. NOTES FOR DEVELOPMENT OF POLICY

Policy	Date	By
Created on	01/07/19	Fergus Bright (Assistant Head Teacher)
Adopted by Council on		All Trustees
Frequency of review	Annually	ELT Member(s)
Reviewed on		