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ASSESSING, REPORTING, RECORDING PUPIL PROGRESS POLICY

CONTENTS

1. AIMS

Sheiling School is an Independent Residential School for young people with significant challenges. Many pupils arrive with us due to previous placements being unable to meet their needs, potentially with significant gaps in educational attendance, learning and attainment. We hope to work closely with Local Authorities to support our pupils in accessing education and experience, and closing the gaps they may arrive with.

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 towards adult life.

This policy aims to:

- Provide a clear outline of our approach and processes with regards to formative and summative assessment, and it's 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.
- Clear set out how and when assessment practice will be monitored, evaluated and moderated.

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 practices 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 the education and 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 the 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 hear 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 specific development that each pupil needs in their journey towards adulthood. In keeping with this, data is used and shared in different ways to ensure it's efficient use and the time devoted to collecting and summarising it. Data is augmented through close qualitative analysis, leading to focused sharing that ensures meaningful, observable actions and results 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 form the 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 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 practice, we use three key questions to form the initial enquiry in to the way we should approach any element of our practice; 'What', to establish a solid guideline for appropriate content, 'How', to ensure attention and focus are on the quality of educational process, and 'Why', to ensure that critical thinking and evaluation has been applied to every aspect of the school, ensuring quality of education and experience at every level. This has been applied to the concept of assessment within our educational provision, to outline and guide our approach, and is detailed below.

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, teacher statements, photographs, completed work and mixed media. These are annotated by our Class Teams on a daily basis, supported by subject tracker sheets including Scheme of Work Evaluations, that record observations and references to evidence and attainment, alongside a grade progressing towards mastery. Where appropriate this evidence is uploaded to Earwig, or recorded directly to it, and tagged to the appropriate pupil and target.

Summative Assessment is conducted at the end of each term through the evaluation of schemes of work, and the updating of BSquared Tracking Software and Earwig Academic Timelines. At the end of each 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 Sheiling School into 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 base our IEPs around these 9 key areas whilst also considering the outcomes set out in each pupil's EHCP. This aims to develop skills in all key areas of personal development, alongside meeting the outcomes set out in each in pupil's EHCP. These are summarised as a qualitative data score at the end of term, that is moderated within the teaching groups of each faculty. A wide range of evidence can be logged to evidence progress towards each of these areas, and is tagged to the relevant area on the pupil's Earwig Academic Timeline.

HOW: How will assessment be used?

Assessment informs our target setting process on both a half termly and termly basis. Teachers will set new targets for each half term, or where appropriate extend or modify targets to ensure mastery.

The lead for assessment will collate updates to BSquared tracking, and update custom spreadsheets developed to document and track Ariadne Assessment Framework Progress. This will be collected into whole school data sets, to analyse trends, identify general and child-specific areas for improvement, and provide performance feedback for Class Teachers, Learning Support Assistant, the ELT, SLT and governors. It will also be used as evidence to a range of external stakeholders within pupil specific or Local Authority based meeting.

We use assessment to hold to account and improve the performance of relevant members of staff at every level within the school, relating to the development, delivery, monitoring and improvement of each individualised provision, the schoolwide frameworks 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 Teacher's – Team meetings, Faculty Meetings, Supervisions and Progress Reviews, for the ELT – Supervisions, weekly Quality Development Reviews and Governor's Meetings, and for the SLT in Governor's Meetings also.

We will use whole school data to analyse our practice and achievements as educators, and use it to inform the development of our practice, provoking audits 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 actions points put in place during supervisions.

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

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

To complement this, we have introduced Pupil Progress Reviews. These Reviews occur in each full term that does not include the pupil's annual review (twice yearly for each pupil). At the review, parents will be invited into school to look at completed work, discuss assessment data, past and future outcomes and the overarching provision. It will also provide an opportunity for parents to ask any questions they may have or be provided with information about a range of developments and initiatives within the school. Importantly, the pupil will be invited to attend for a proportion of the meeting, to review their achievements alongside parent and teacher, and to provide their views on their achievements, as well as where they would like to focus on progressing in the future.

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.

Timeline of Initial Assessment:		
When:	**Assessment Type:**	**Who?**
Pre-admissions	Where available, 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 in the initial stages.	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

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 benefit from assessment in order to promote their progress and attainment.

Assessment of Personal Development:

- o Pupils are assessed in 9 areas of personal development using our Ariadne Assessment Framework: *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.*

IEP Target Setting:

Our IEP's are formed around the areas delineated within the Ariadne Assessment Framework. We incorporate targets designed to meet the outcomes delineated within the EHCP and generate SMART targets 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, new targets will be set if it is found to be mastered through the evaluation of evidence, or the target is carried on to the next half 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 identified issues. 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 AND USING EVIDENCE & DATA

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

- o Pupil books and folders- pupils' work
- o Pupil Progress File Evidence Pages – pupils' work and observed learning behaviours
- o Records of Achievement and IEPs – pupils' work and achievements
- o Media which includes photographs and videos for Records of Achievement and Annual Review meetings – school tablets and cameras are used capture pupils' learning behaviours
- o Media will also be recorded on Earwig Academic Timelines, where it can be tagged to provide ongoing evidence of progress across a range of our key assessment areas. We currently use Earwig to track progress towards EHCP Outcomes, IEP targets, AQA accreditation and the Ariadne Assessment Framework.

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) or accredited course assessments (Key stages 4	SMART learning targets (for each lesson) and IEP targets reviewed daily	Formative assessment i.e. assessment to inform learning and teaching, day to day	Recorded on Evaluated Schemes of Work, Connecting Steps (half termly), Earwig Academic Timelines OR class tracking

&5) or related to EHCP Outcomes.			sheet for accredited courses (Key stages 4 & 5)
IEP targets drawn from goals identified in each pupil's EHCP	Daily, assessed in planned exercises and activities, and embedded dynamic learning opportunities throughout the school day.	As above.	IEP tracking documents and Earwig Academic Timelines.

What Assessment Tools support the collection and generation of data?

- o   B Squared Connecting Steps for assessing academic attainment.
- o   Our own bespoke 'Ariadne framework' for assessing personal development.
- o   Earwig Academic Timelines is used for ongoing evidence gathering, monitoring and assessment.

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 by way of National Curriculum 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 nine 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. The 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.

Earwig Academic Timelines provides a platform for the recording of evidence in a range of formats, importantly including photographic and video evidence. Earwig will be used to develop timelines of attainment towards EHCP Outcomes, Formal Accreditation and Next Big Thing Targets, as well.

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 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	Current academic attainment & on track/not on	Table within PEP paperwork; Term

			in line with their peers/ eliminating barriers to learning	track to meet personalised target	2,4,6 pupil reports as needed
Pupil Progress Reviews	Parents	Termly (excluding term of the annual review)	To monitor progress towards the objectives from the Statement/EHCP, academic attainment, behaviour and attitudes to learning and report to parents	SEN Code of Practice requires schools to plan and review arrangements and set 'stretching targets' for pupils	IEP/Target evaluation Review of completed Work Pupil/Parent/Teacher discussion
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
Quality Development Review	Education Leadership Team & Headteacher	Weekly	Maintain an oversight of teaching and learning, target setting, achievement and attainment across the school.	Qualitative and quantitative assessment spanning, pupils, classes and subjects and subject areas, rates of progress attainment and expectations.	Whole-school and invidualised 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 SLT and ELT for assessment and progress.	Individual progress documents detailing academic, IEP and PBSRA data. Whole-school data detailing progress for class groups, individuals and within subject areas.
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

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.

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

This policy should read in conjunction with the Annotation policy, that provides guidance on the way in which day to day evaluative practice is conducted throughout the school.

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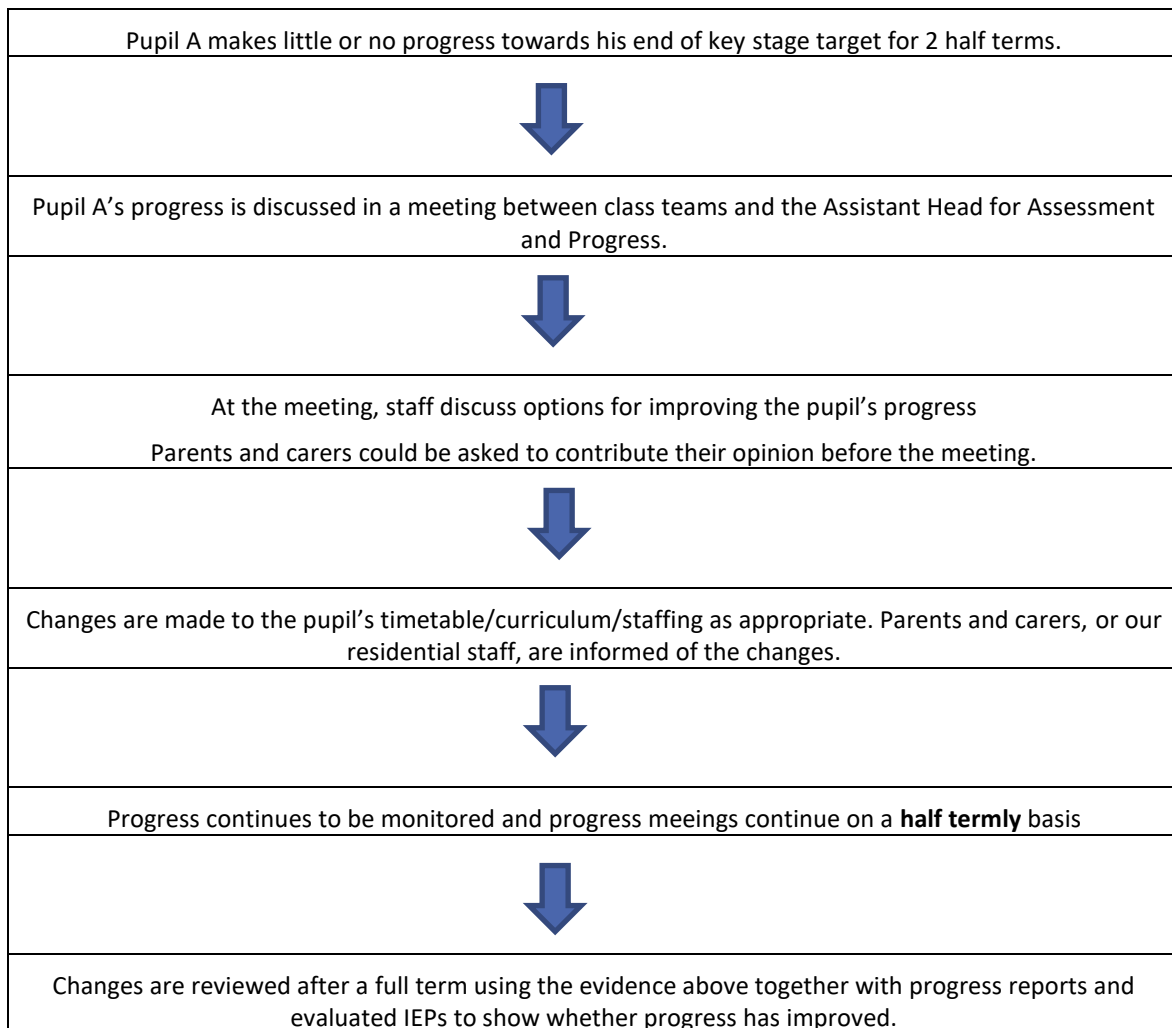
APPENDIX

Tracking Pupils' Progress

Our class teachers in conjunction with our responsible person for Progress, Assessment and Accreditation keep track of how much progress pupils are making through reviewing pupils' IEPs and termly progress meetings. Where a pupil's progress becomes a concern it is firstly discussed within the teaching team. A meeting is called to review what is in place and what more can be done to help the pupil move forward.

For some pupils, all that is needed is a change of learning style, a more personalised timetable or further professional development for the staff supporting that pupil. This may also coincide with increased challenging behaviour, and the overarching provision for the young person would be reviewed with this in mind.

Here is an example of this process in practice.

Pupil A makes little or no progress towards his end of key stage target for 2 half terms.
⬇
Pupil A's progress is discussed in a meeting between class teams and the Assistant Head for Assessment and Progress.
⬇
At the meeting, staff discuss options for improving the pupil's progress Parents and carers could be asked to contribute their opinion before the meeting.
⬇
Changes are made to the pupil's timetable/curriculum/staffing as appropriate. Parents and carers, or our residential staff, are informed of the changes.
⬇
Progress continues to be monitored and progress meeings continue on a **half termly** basis
⬇
Changes are reviewed after a full term using the evidence above together with progress reports and evaluated IEPs to show whether progress has improved.

Making progress in qualifications

At key stages 4 and 5 it becomes age appropriate for our pupils to have the experience of working towards a formal qualification and we aim to offer a broad choice of qualification options based on the individual pupils needs. At this point our assessment of pupils' academic attainment moves away from BSquared and we use an assessment of the outcomes involved in each qualification. Alongside this we continue to assess, track and evaluate pupils' personal development using are Ariadne framework.

 It is crucial to offer a pupil the most appropriate course for them, in terms of their academic attainment, their goals for the future, and their age. For many of our pupils with social emotional and behavioural difficulties examination courses present a huge barrier. Some may not be willing to engage at all with a course which has an exam element. Some may be supported to access such a course, particularly courses which allow for multiple attempts to sit an examination such as the Functional Skills Levels one and two in English and Maths.

A number of pupils may make good progress in a supported classroom setting but cannot sustain this when working independently. Of these, some will find access arrangements useful such as supervised rest breaks or using a word processor or practical assistant, where they are eligible to do so. For other pupils, their spiky profile of attainment may limit their access to examination courses. A good example of this is a pupil working at National Curriculum Level 4 for Speaking and Listening, but at Level 1 for Writing. In this case the Entry Level Certificate would be most appropriate since there is an opportunity for each skill to be marked separately before the marks are combined to give an overall grade. In the example above the pupil may be able to attain an Entry Level 2.