

FOREST OAK SCHOOL



Assessment Policy

Reviewed: March 2017

Adopted: July 2017

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ASSESSMENT

At Forest Oak School we firmly believe in identifying and addressing the needs of each individual pupil and in recognising achievement at every level of success, no matter how big or small the steps of progress.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

The range of assessment techniques used at Forest Oak School are relevant to phases of education, and alongside recording, reporting, moderation and target setting structures, enable even the smallest step of achievement to be evidenced appropriately and celebrated.

RATIONALE:

- Assessment is a crucial and integral part of the teaching and learning process.
- It is a process of gathering information, enabling us to ascertain each individual pupil's understanding and skill level, monitor and evidence progress, identify next steps and inform future planning.

PURPOSE OF ASSESSMENT:

WHY DO WE ASSESS?

- To recognise and celebrate individual achievement, acknowledged and rewarded by praise, tokens, certificates and awards
- To ascertain what pupils have learnt
- To identify individual needs and intervention strategies
- To inform planning and next steps
- To support transition between key stages
- To provide school self-evaluation information to support raising standards
- To inform future yearly action plans and termly targets for pupils
- To monitor progress against targets at designated times of the year, including reporting to parents/carers and the Local Authority
- To standardise through moderation assessment across key stages for subject leader portfolios
- To assess progress and plan appropriate intervention strategies for individual pupils
- To meet specific individual needs
- To plan for staff training needs and resources

CYCLE AND ORGANISATION OF ASSESSMENT:

WHEN, WHAT AND HOW DO WE ASSESS?

WHOLE SCHOOL PROCESSES THAT ARE IN PLACE:

- Pupils are base-lined on entry to our educational setting
- Progress towards yearly action plan targets are monitored and assessed termly and reported at Annual Review
- Evidence collated for each pupil as part of the moderation process and provided for subject leader portfolios
- Moderation takes place across staff within classes, across classes and across key stages
- SOLAR assessments completed on a regular basis for all subjects/areas of learning in all strands recognising assessments at emerging, secure and embedded attainment levels
- A range of evidence is recorded on SOLAR
- All work is marked and annotated by staff

RECEPTION AND YEAR 1:

- Assessment overviews are completed termly by the class teacher
- Developmental journals are updated regularly
- All 7 areas of learning are assessed
- In Year 1 pupils are entered for the Phonics screening check
- Children are base-lined at the end of Year 1 (or sooner if Early Learning Goals are met) ready to transfer to Year 2 where Performance Standards (PS) replace the Early Years Development Matters criteria

YEAR 2:

- Year 2 pupils are entered for the Phonics screening check if they did not meet the required standard in Year 1
- If any pupils are working at the level of the Key Stage 1 assessments, they are entered for these; otherwise they are recorded as working below the level of the test
- Teacher assessments are submitted to the LA and reported to parents

KEY STAGE 2:

- Pupil writing evidence may be required for LA moderation
- If any pupils are working at the level of the Key Stage 2 assessments, they are entered for these; otherwise they are recorded as working below the level of the test
- Teacher assessments are submitted to the LA and reported to parents

KEY STAGE 3:

- As well as SOLAR, pupils may start to work on their portfolios

KEY STAGE 4:

- Portfolios are created and moderated to show progress and achievements towards qualifications
- Tests are taken in mathematics which count towards the pupils' final qualification
- An exam is taken for the OCR Cambridge Nationals qualification

KEY STAGE 5:

- Portfolios are created and moderated to show progress and achievements towards qualifications
- Functional skills tests are taken by pupils to gain further qualifications

‘The overriding principle of good assessment is that it should be clearly tied to its intended purpose.

There are three main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day to day basis and to tailor teaching accordingly; in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and nationally standardised summative assessment, which is used by the Government to hold schools to account.’

Final report of the Commission on Assessment without Levels – September 2015.

FORMATIVE ASSESSMENT:

- Forest Oak School has adopted SOLAR assessment tool as the school electronic system for recording progress
- There are personalised programmes for the Early Years (Foundation Stage Profile) and KS4 and KS5 (qualifications)
- The school has developed in collaboration with other special schools ‘Development Walls’ which relate to the Performance Standards of the new curriculum and are populated with the Key Performance Indicators of each programme of study for all subjects and strands of the curriculum on SOLAR assessment
- This assessment tool for ‘Life after Levels’ underpins the broad school curriculum and has been extended to scaffold the pre-requisite content of the P-levels
- Every subject/strand has an appropriate Development Wall where progress for each Key Performance Indicator in the Performance Standard is recorded at emerging, secure or embedded level of attainment
- Progress can be captured on the iPad and evidenced electronically for each individual pupil with appropriate comments on SOLAR
- Pupil's exercise books or portfolios and evaluative comments from all staff demonstrate the learning journey across the curriculum

SUMMATIVE ASSESSMENT:

- Forest Oak School sets targets for every child in every year group and tracks progress termly to ascertain the progress over a period of time
- Targets at end of key stages 2/3/4 include levels of progress across the key stage compared to upper quartile benchmarks and levels of progress
- Tracking and monitoring of targets inform intervention planning when necessary and appropriate breadth and personalisation of curriculum delivery

SCHOOL STANDARDS:

- Forest Oak School attends an extended Local Authority Moderation programme which meets monthly according to a set programme of subject specific moderation
- The cross LA moderation group work together on initiatives to drive forward school improvement around assessment
- Assessment is shared with parents regularly, particularly at Annual Review to track progress over the last academic year in the subjects: English (including reading and writing); Maths and PSD/PSHE.
- Assessment influences the next steps which inform the yearly action plan targets for discussion at Annual Review of Statement of Educational Need or the Education, Health and Care Plan
- Pupils are entered as appropriate for any nationally recognised tests such as Phonics testing
- The Governing Body data scrutiny group challenge and question target setting, progress and outcomes
- The end of each key stage data is summarised for access on the school website

Forest Oak School's development work on life after levels has created 'one system for all pupils, that is meaningful and appropriate for the pupils in question'. Development walls provide an appropriate assessment tool for subject/strand specific Key Performance Indicators from Performance Standards PS4 to PS14.

We believe that our assessment criteria allows us to report pre-key stage standards appropriately for our pupils with a unified language of emerging, secure and embedded.

Forest Oak School provides all staff with the necessary tools to accurately assess and record the progress of all learners. We work closely with training partners to ensure trainees receive a clear understanding of the assessment of pupils with SEND.

Forest Oak School attends a moderation programme that is supportive but challenges judgements by sharing expertise and practice across similar schools.

The governing body scrutinise assessment termly and challenge what the data shows. Forest Oak School has a rigorous cycle of providing evidence for external audiences including the class/key stage team, subject leaders and senior leaders. For external moderation at Local Authority level the advisory service have consistently upheld our accurate judgements.