



Knowsley Central School

Assessment & Recording Policy

Reviewed by: SLT

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Last reviewed on: September 2023

Next review due by: September 2024 (Annually)



Assessment, Recording and Assessment Policy

The purpose of all assessment is primarily to:

Inform Planning (where are we now, what is the next step) – it also helps to identify

Present levels of attainment and over time

Demonstrate achievement and progress

There is a complex relationship between the curriculum, planning, assessment, recording and reporting. Assessment is integral to each pupil's systematic learning, and pupils are as fully involved in the whole process of assessment, recording and reporting as possible.

All the legal requirements for assessment, record keeping and reporting are met by this policy and current practice. Schools are required to assess pupils' at or near the end of each key stage for the purpose of ascertaining what pupils have achieved. In Knowsley Central School we assess our pupil's progress in the formal and informal curriculum.

We have ten methods of showing achievement and progress:

1. Summative Files
2. Autistic Spectrum tracking through Bsquared
3. Core and Foundation Subject tracking documents and Bsquared data
4. Early Years, Foundation Stage – Learning Journey's and Earwig
5. Pupil Writing Portfolios
6. Annual Reviews and Reports
7. IEPs
8. Subject Leaders standards files
9. Records of Achievement
10. Earwig
11. Informal curriculum data – SALT, OT, PSED, life skills
12. Intervention data – SALT, core subject data, AR data

Summative Files

The summative file is a key tool in informing the content of annual review reports to parents. There should always be a clear link between attainment, achievement and progress reported, as well as dated assessments and evaluated IEPs.

The assessments in the summative file can help to ensure that all elements to the curriculum are being covered.

The summative files contain a P-Level and National Curriculum strand yearly tracking sheet covering English, Maths, Science, PHSE and ICT from a pupil's baseline on entry into school. This tracks their progress from their starting point across the school year on year.

They also contain tracking of foundation subjects and any reports and assessments from outside agencies alongside suggested recommendations.

Examples of English and Math's assessments are also kept in the summative file, highlighting pupil progress in reading and spelling of key words, a phonetic assessment and a basic number assessment.

ASC Bsquared Tracking

All pupils on the Autistic Spectrum are assessed against the triad of needs using Bsquared. Data is given as a percentage and is recorded in summative files. This is completed on a termly basis by class teachers. Pupils are assessed against the triad of needs and IEP targets are set according to these needs.

Foundation Subjects

Some foundation subjects are tracked using Bsquared and percentages of strands completed are recorded. Other subjects, such as History, Geography and RE are tracked by teacher's individually highlighting strands mastered by pupils. A judgement is made by a class teacher regarding pupil progress based on how well the pupils have achieved specific criteria. Foundation subjects are tracked and recorded annually.

Early Years, Foundation Stage

Teacher's use Earwig to record pupil progress in the Early Years and Foundation Stage. Achievements are highlighted through a variety of photographs and examples of work. Examples of work are matched to EYFS expectations. Information is shared with parents who can also add comments and observations.

Pupil Writing Portfolios

Each pupil has a portfolio which contains examples of their written work / mark making. All work is dated and annotated with clear statements of achievement and next steps to progress writing.

Annual Reviews and Reports

Annual reports are used for annual reviews and are filed with the pupil's information in the school office and in their Summative Files. A copy is also sent home to parents.

For pupils in the Early Years Provision the Annual Review report contains information on the pupil's progress through the Early Learning Goals curriculum the areas of which are Communication, Language and Literacy, Personal and Social Development, Knowledge and Understanding of the World, Mathematics, Physical Development and Creative Development.

Annual Review reports inform parents on pupil progress against objectives set out in their Education and Health Care Plan. They detail specific achievements in English, (Reading, writing and communication) and Math's, (Number).

IEPs

Each pupil in the school has an IEP which consists of termly goals and a teaching plan in order to achieve them. These targets relate to specific gaps in a pupil's learning.

Pupils with a diagnosis of ASC also have an ASC IEP alongside specific language and OT / Sensory targets which are devised with the support of our speech and language therapist and our OT. In addition, pupils may have an individual sensory diet, detailing specific sensory input required throughout the day.

IEP targets are continually assessed and pupil progress towards them is recorded in teacher planning files. Where appropriate targets are also recorded in pupils work books and they are encouraged to assess their own progress towards their targets and identify ways forward.

IEP Targets:

- Are shared with parents at the beginning of each term.
- For some pupils as they move through school, they are encouraged to contribute to their own target setting.
- Termly targets serve as a current record of the most important work being undertaken in a given time.
- At the end of each term targets are formally assessed and a copy is sent home to parents.
- SALT and OT targets may be more long term although progress towards them is recorded through the term.
- Targets are attached to Annual Reports at Review time.

Bsquared tracking data / Raising Achievement Plan

Bsquared is a tool used to assess pupil progress on a termly basis in English (Speaking and Listening, Reading and Writing), Maths, PHSE, ICT and Science. Pupil attainment is recorded as a percentage of a Plevel or a strand related to National Curriculum expectations. Progress is tracked using the Raising Achievement Plan (RAP) according to pupil expectations on a termly basis.

Subject Coordinator files

Subject Coordinators keep a file representing their curriculum area. This file includes

- The learning pathways linked to curriculum themes
- A progression of skills for their subject.
- Evidence of the subject across school for example, photographs, samples of work and pupil views, all of which demonstrate achievement and progress. Additional evidence may include whole school events and activities as well as external events and activities.
- End of Year pupil progress tracking.

Records of Achievement

All pupils have a Record of Achievement which follows them throughout school and is presented to them at the end of Year 6. The Record of Achievement contains certificates, a record of participation in special events and a selection of work chosen by the child which they are particularly proud of.

Earwig

Earwig is a programme used across school to share good practice and personal achievements with parents and carers.

Intervention Data

The various interventions across school are monitored throughout the year and progress reports are used to demonstrate effectiveness. These include:

- Thriving Reading
- SALT support – functional communication checklist, Blank Levels, Black Sheep Narrative
- OT – sensory circuits, sensory diets
- Lego Therapy
- Power of 1 and Plus 2

Self-Assessment is a progressive process and begins with good practice such as pupils recording their own good work and celebrating this achievement.

Where possible pupils will:

Choose a photograph or piece of work to add to their Record of Achievement and describe why they have chosen that particular piece of work.

As above and assess work against their IEP targets.

As above and take an active role in identifying and planning how they will achieve their next steps.
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The above is a progressive process. The aim is to enable pupils to really make a contribution in determining their own learning. The process begins with simply realising what has been done. It then moves onto what's been enjoyed the most. As pupils get older and more confident in being reflective the process becomes more evaluative and introduces the idea of how they can impact their own learning.

For some pupils their cognitive abilities will limit how fully they are able to participate in this process.

National Curriculum Attainment

At the end of the Early Years and Foundation Stage a Foundation Stage Profile will be completed for all pupils. For those pupils who do not achieve the Early Learning Goal by the end of the Foundation Stage this will be continued in Year One until the end of the Autumn Term. Those who have still not achieved the Early Learning Goal will be tracked through PLevels, the ASC curriculum and IEP targets following a Functional Curriculum.

At the end of Key Stages One and Two each pupil is assessed and a decision is made as to whether he/she will complete the Standard Assessment Tests and Tasks based on Teacher Assessment.

Where appropriate pupils in Year One will complete the Year One Phonic check at the end of the Summer Term. Pupils in Year 2 who did not meet the required threshold in Year One will have the opportunity to retake the phonic check in Year Two.

Planning File

Planning files include the following items:

- Class List
- Class Timetable
- Dynamic Class Risk Assessment
- Individual pupil pen portraits
- Overall class targets
- Current class IEPs
- Current Medium Term Plans
- Weekly planning grids for English, Math's and Foundation subjects

Daily lesson evaluations are completed by class teachers in class planning files. Pupil progress and ways forward are identified to progress learning.

Medium Term Plans

All classes follow a two year curriculum cycle highlighting themes across the learning pathways for each half term. All medium term plans are derived from the appropriate learning pathway to ensure that work is closely tailored to meet pupils needs.

A pupil may be assessed by one or more professionals as appropriate, which may include a:

- Speech and Language Therapist
- Physiotherapist
- Occupational Therapist
- Educational Psychologist
- Teacher from the Visually Impaired
- Teacher from the Hearing Impaired
- Teacher from the Sensory Impaired

Whole School Performance Data

As part of the school's self-review, we produce summative data to cover:

- P Level and National Curriculum attainment across the school according to classes, years, bands of learning and cohort of pupils.
- Percentage of targets achieved or exceeded across the school according to classes, years and cohort of pupils.
- Attendance

This information is shared with the Quality of Education Governors committee.

