



ASSESSMENT POLICY

Chair of Governors:

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Date of Review:

Assessment Policy

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Introduction

At Ysgol Bryn Derw we use assessment as the means of providing information about each individual pupil's experiences and attainment, which identifies their achievements and guides the direction of their learning.

Assessment is about making valid judgements on achievement and recognising pupils' progress and development from a given starting point, relative to the context in which they learn. In so doing each pupil can be aided to reach their best, personal highest standard.

Assessment complements and supports teaching and learning. It is an integral part of the National Curriculum statutory procedures.

One of its main purposes is to evaluate the curriculum; how well it is organised and delivered and how well it meets the needs of pupils.

At Ysgol Bryn Derw we aim to maintain an assessment system which meets statutory requirement and is relevant and meaningful to preparing pupils for their future in the community.

This policy outlines the purpose, nature and management of assessment at Ysgol Bryn Derw.

The implementation and ownership of this policy is the responsibility of all staff.

The purpose of assessment at Ysgol Bryn Derw

- To identify pupils' individual strengths and needs throughout the curriculum.
- To inform teaching e.g. what to teach next or appropriate approaches to adopt.
- To teach at the correct level to match assessment linked with IBPs.
- To evaluate teaching.
- To contribute to pupil centred planning.
- Provide smooth transition across key stages and leaving school.
- To measure results and trends in performance compared with similar schools.

- To measure progress of individuals or groups of pupils (e.g. gender groups, pupil entitled to free school meals).
- To screen and identify pupils in need of extra support and / or resources e.g. More Able and Talented.
- To research new ideas and develop thinking for staff and pupils.

The assessment policy and procedures strives to:

- Measure pupils progress on an individual basis and assess what we value e.g. key skills for life, individual pathways to prepare for future placements, is pupil centred.
- Understand that progress can be lateral as well as horizontal, involving pupils in applying skills and knowledge across a range of settings in addition to acquiring new skills and knowledge.
- Meet individual needs through an imaginative and flexible approach e.g. learning in the community, inclusion opportunities.

In addition to formal reporting systems, previously detailed, informal sharing of information occurs via Home School Communication books, parent's evenings, telephone calls, informal meetings and multi-agency meetings called for specific purposes, as relevant.

It should be:

- Confidential
- Not time consuming
- Easy to access and share with other audiences
- Have a clear easy to follow format
- Respond to learning needs of individual pupils
- Involve the learner wherever possible
- Inclusive of support staff

The nature of assessment at Ysgol Bryn Derw

Assessment can be divided into three main categories:

- Formative,
- Summative
- Evaluative.

Formative (Assessment For Learning - AfL).

- On-going assessment and recording to inform appropriate next teaching and learning stages. It focuses on learners' achievement and on the details of ways in which they can move forward.

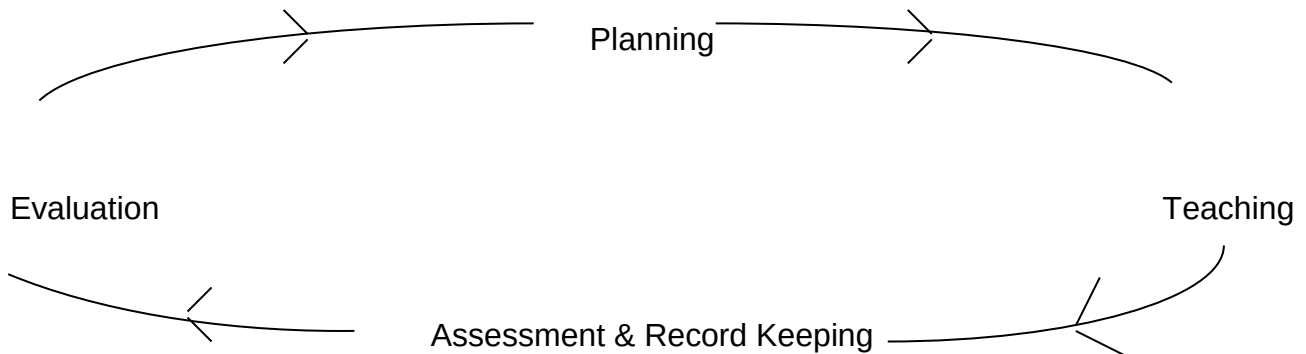
Summative (Assessment Of Learning - AoL).

- To record, evaluate and report achievement in a systematic way over a period of time i.e. termly, annually, end of key stage. This approach results in a shared understanding and is integral to providing information about a pupil's performance. In turn, helping teachers to be more consistent and confident in making judgements.

Evaluative.

- To examine aspects of school's work (e.g. class, departments, AoLEs) and draw conclusions / recommendations.

The planning process: plan, develop and reflect



Who is assessment for?

At Ysgol Bryn Derw assessment is mainly for use by the school in assisting future planning and to help the pupils' progress by providing a detailed and systematic record of their progression.

However, there is a variety of other audiences who may access assessment information:

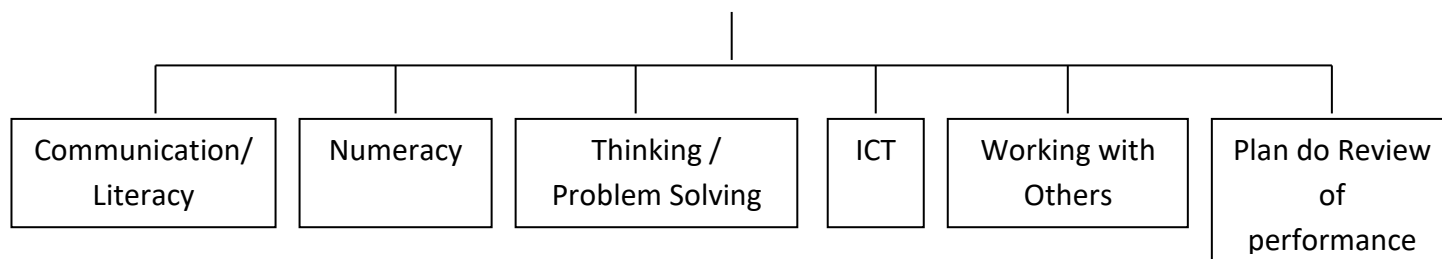
- The pupil, as relevant and appropriate – including:
 - Celebrate achievements
 - Preferred learning styles, activities, contexts
 - Strengths and challenges and what's important to them
 - Responses to teaching approaches that affect motivation
 - Success at transferring of skills to different people/situations
- Parents
 - Sharing strengths and challenges and what's important to and for the pupil
 - Small steps of progress
 - Share interests and achievements and information
 - Plan next steps for learning
 - Share what's working and areas for development
- Multi disciplinary team (e.g. health professionals, social care) – identifying shared targets, share what's working in provision and areas for development.
- LA – informing placement, provision and future planning.
- Future placements –sharing transition information to ensure consistency progression.

What do we assess?

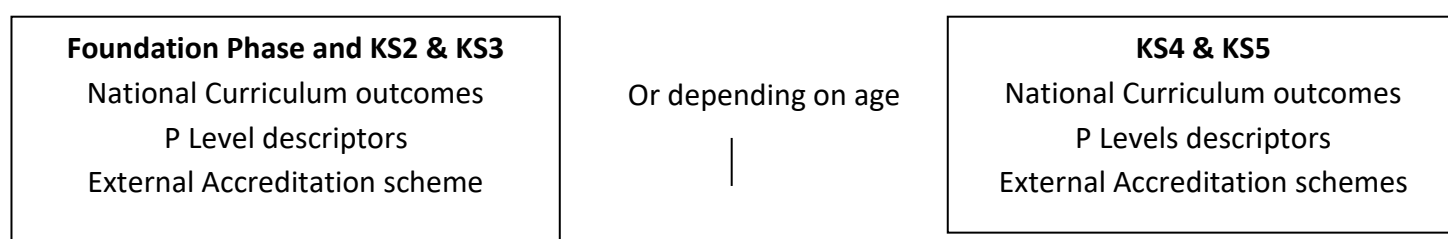
Which areas do we prioritise for assessment?

An Overview

KEY SKILLS; including basic skills literacy & numeracy



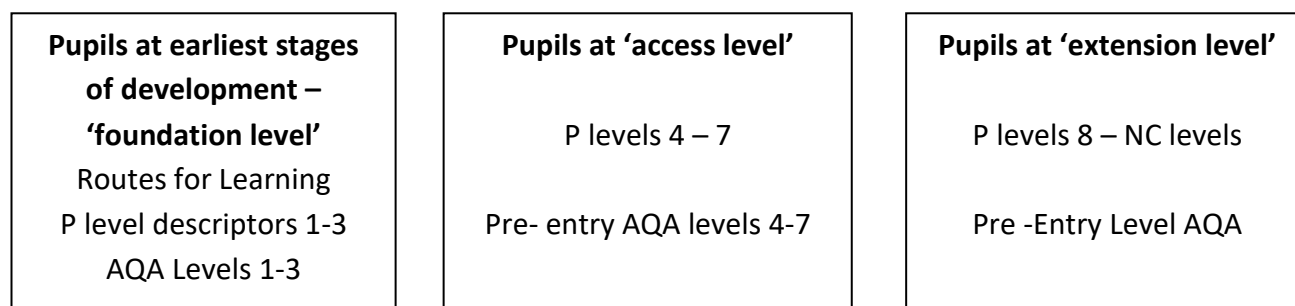
Reporting at end of key stage



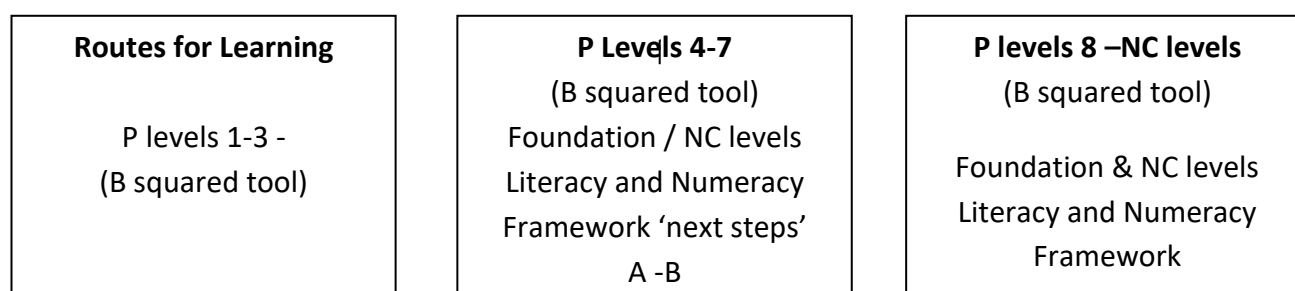
Summative assessment (AOL) - annually

Teachers record their overall professional judgements of pupils' progress and achievement in a systematic way via 'best fit' levels descriptions. They use standardised materials and their judgements are moderated to make comparisons and ensure consistency.

Pre foundation phase / national curriculum outcomes



Formative assessment – continuous



Ongoing assessment - formative assessment (AFL)

The focus of this level of assessment is on three main areas of classroom practice and aims to develop a classroom climate for effective learning:

- Observations (class staff recording as a primary source and a secondary source being other members of staff and visiting professionals) and questioning techniques
- Providing feedback to learners
- Peer and self-assessment

To avoid a tokenistic approach to AfL, Ysgol Bryn Derw promotes an individual class approach to assessment which is responsive to each pupil's level of cognitive ability. School portfolios of strategies in use advise teachers of the range of AfL techniques they should use within their classroom provision. Each class teachers decides on the most appropriate strategies for use with their specific pupils, in consultation with the assessment manager. This could include; engagement profiles, mind mapping posters, sticky notes, reflection faces and traffic light systems. A record of each classes multiple measures of AFL assessment are agreed, recorded and monitored by the assessment manager via 'learning walks', teachers planning scrutiny, observations and 'book looks'.

Other assessments / statutory requirements:

- On entry to school, whether it be into an Early Years / Nursery / Reception, Key Stage 2, 3 or Key Stage 4, 5 class, each pupil is assessed using National outcomes, including the national literacy and numeracy framework steps, P levels (using the B squared tool) or Routes for Learning profile. This process provides teachers with a comprehensive assessment of an individual's attainment levels in key skills, as well as in AoLEs.
- A range of appropriate development profiles may also use e.g. PECS and / or TEACCH
- Thereafter teacher assessments will be carried out in Key Skills areas and AoLEs. ASDAN accreditation within KS3
- Areas as previously described, through Foundation Phase – KS 4. Results for year 2, year 6 and year 9 and year 11 are reported to the Welsh Assembly and local authority.
- Teacher assessments are also carried out in Key Skills across KS5. In KS4 and KS5 achievements are externally accredited through the AQA accreditation board, Duke of Edinburgh Award scheme and a portfolio of other bodies
- To individual interest. In KS3 external accreditation is achieved through ASDAN accreditation.
- Regular multi agency meetings are held with class teachers, via an annual rolling programme, this ensures a holistic pupil centred approach to evaluating pupil progress, planning future provision and target setting.
- Individual Education Plans – all pupils are set personal targets for learning related to areas of need in their Statements of Educational Need and Individual Development Plans (IDPs). These targets are agreed with the pupil, family and other multi agency professionals at the pupil's Annual Review meeting. A summative report is drawn up by the class teacher to report on progress, and afterwards another is created to plan and deliver the holistic pupil centred targets. This cycle continues annually. For each target the teacher sets up formative assessment systems in class which gather evidence to accurately inform judgements about progress. At the annual review meeting pupils are supported to share their progress with parents and other professional agencies via PowerPoint presentations, which contain examples of work to illustrate their attainment of the various levels in each AoLE.

(See School's Individual Education Plan portfolio and policy document).

Evaluation

All assessments results are recorded by teachers and analysed to identify progress in P levels, Routes for Learning, Foundation Phase and NC outcomes, National Literacy and Numeracy 'next steps' and external accreditation schemes. The results are entered into a data handling tool named CASPA or Excel documents. This data and evaluation judgements directly contribute to the School Improvement Plan and Self Evaluation process, with the intention of raising outcomes, reviewing and extending moderation of standards and by benchmarking pupil attainment against other similar pupils and schools. An annual data report is written by class teachers, team leaders and senior leaders and presented to parents and governors.

Collecting evidence of pupil progress and feedback to learners

It is important to ensure on-going assurance of how well individual pupil are making progress towards reaching their full potential.

The marking of all pupil work across the curriculum provides feedback on their achievement as well as being a method of guidance for future teaching.

All marking must be positive, clear and appropriate in its purpose, productive in its outcomes and pupil centred.

Staff are constantly observing pupils and making judgements based on their performance towards targets set by the teacher.

It is supplemented by the following;

- Still photography
- Video
- Witness statements – obtaining feedback from a range of people who may witness pupils at work
- Examples of work (e.g. workbooks, paintings)
- Audio recordings – of pupils relaying their thoughts about their own performance
- Record sheets

All the above are dated and annotated in order to provide specific information relating to the achievement and the pupils rate of learning over time.

(See School Marking Policy.)

Moderation

INTERNAL PROCEDURES

The school has compiled school portfolios of standards in key skills areas and AoLEs which are used to demonstrate the breadth & balance of the whole school curriculum and the profile of pupil population's level of attainment. They are also there to enable moderation of teacher judgements against Routes for Learning, P level, National Curriculum Frameworks descriptors (Foundation Phase, National curriculum and National Literacy & Numeracy Framework).

Each year teachers moderate their judgements of end of key stage judgements in key skills areas by referring to the Equals PACE document. Moderation of pupil judgements will be undertaken at 3 stages through the year by the full teacher team. Then the assessment manager quality assures these assessments, in order that a pupil's progress across key stages is checked and verified. This aims to strengthen consistency across key stages and avoid interruptions in pupil progress.

EXTERNAL PROCEDURES

The school enters all data relating to key skills and AoLE attainments into a national data base system named CASPA. This enable results of pupil performance at Ysgol Bryn Derw to be compared with similar pupils in similar schools, and provides an effective context for professional evaluation of standards on an individual basis, class basis, AoLE basis, as well as on a whole school basis.

In addition, the school is a founding member of a South East Wales Special School Moderation group which meets 3 times per year and enables standards of pupil attainment in basic skills to be moderated externally against expectations.

REVIEW

The effectiveness and usefulness of this policy will be evaluated by all teaching staff on a regular basis. Any amendments will be referred to the governing body for their approval.