



KEELMAN'S WAY SCHOOL

ASSESSMENT and RECORDING POLICY

1 Introduction

1.1 Keelman's Way School believes that effective assessment provides information to drive teaching and learning and ensure raised attainment and continuous progression throughout each Key Stage. It is important to give the pupils regular feedback on their learning so that they understand their achievements and future targets wherever applicable. Parents/carers attend Education, Health and Care plan reviews in order to discuss the pupils and their work cooperatively with staff in order to raise standards for all students in school. Parents receive a copy of pupils IEP/Personal plans termly so they are aware of pupil targets and can support accordingly. Our aim is to provide a carefully planned curriculum that can demonstrate the best possible outcomes for our pupils. Keelman's Way School has high expectations for pupils.

2 Aims and objectives

- 2.1** The aims and objectives of assessment in Keelman's Way School are:
- to enable our pupils to demonstrate what they know, understand and can do in their work;
 - to help our children understand what they need to do next to improve their work;
 - to track the progress of pupils and ensure pupils are making maximum progress from their individual starting point.
 - to allow teachers to plan IEPs/personal plans and work that accurately reflects the needs of each child and drives effective teaching & learning
 - to provide regular information for parents that enables them to support their child's learning;
 - to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

3 Planning for assessment

- 3.1** We use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. We use Equals Schemes of work to support our topic approach to learning. We have a long term plan to cover all aspects of the curriculum. We also identify opportunities for assessment within each broad unit of work.
- 3.2** All pupils have an Education Health and Care plan which are reviewed annually. Parents, teachers and other professionals are invited to contribute to the reports which form the basis of the Education Health and care plan Review. Senior pupils are invited to their review and their views are greatly valued. We encourage our pupils to reflect upon what they achieve, review their progress and participate in self-assessment. This can be carried out during PSHE with the aid of Makaton signing/symbols, objects of reference, and ICT if appropriate.

- 3.3** At this time, all pupils are disapplied from Tasks, Tests and end of Key Stage formal Teacher Assessment, although this is constantly under review. Teacher assessments are carried out across school each year during the Summer Term. Class teachers are responsible for planning each pupil's education programme, taking into account information from parents and other professionals.
- 3.4** School has adopted the Early Years Foundation Strategy, Equals schemes of work throughout the key stages, and Routes for learning for certain pupils where appropriate to support our teaching. Where appropriate, we use the assessment guidance in these schemes to help us identify each child's level of attainment.
- 3.5** Keelman's Way school has adopted the PIVATS tool as a means of target setting and assessing pupils. The PIVATS scheme devised for special schools by Lancashire LEA allows staff to enter accurate P Scale assessment scores into a computer data base and receive detailed pupil/cohort graphs/records etc. accordingly. PIVATS also allows school and Head teacher/Governing Body to carefully scrutinise progress/attainment throughout the school in terms of individual pupil; class groupings; individual subject areas etc. and build data collection.
- 3.6** Keelmans Way school has developed their own database for data analysis and pupil progress tracking. The pivats targets and final scores are inputted and analysed to determine whether pupils meet their targets and are making appropriate progress. The database is also useful to identify areas of strength and weakness within subjects. This gives valuable information to inform the school development plan.
- 3.7** Keelman's Way School has adopted ASDAN, Duke of Edinburgh and EQUALS moving on for Key Stage 4 and Post 16 accreditations and qualifications.
- 3.8** The *Every Child Matters* agenda has been embedded and cross referenced into aspects of planning ,assessing and recording. The impact on pupils safety and wellbeing are monitored and reported in the Annual Review Process.
- 3.8** Pupils' progress in the p- scales and old national curriculum levels will be assessed by a variety of methods including:
- observation/assessment by staff during activities e.g. pupil response to stimuli;
 - pupils needing less support when carrying out tasks;
 - successfully completed tasks;
 - quality of work produced as demonstrated in books, pupil response sheets and ICT;
 - consistent achievement of set targets;
 - the ability to generalise skills;
 - discussion with pupils/students where appropriate;
 - completion of Homework tasks.
- 3.9** Lessons are planned with clear learning objectives and based on data gained from baseline assessment and the level each pupil is working within. Teaching and learning includes appropriate differentiation to meet the needs of each pupil. Lesson plans make clear the expected outcomes for each lesson.

4 Target setting and Tracking.

- 4.1** Targets are set for pupils in KS 1,2 and 3 in Maths, English, Science, PHSCE and ICT during each academic year using PIVATS 4. Targets for KS4 and Post 16 are set for Maths, English, PSD and ICT. During EHC Reviews we set individual targets for the following year in consultation with parents, and other professionals. These targets inform pupil IEP's/Personal plans. Progress is monitored and IEP/PP targets revised each term. Assessment data is fed into the PIVATS data base on an annual cycle in order to give a detailed overview in relation to progress and attainment. Assessment data is also fed into our own database to give a valuable overview of achievement within key stages, subjects, class groups and individually.
- 4.2** A pupil will be baseline assessed within 6 weeks of being at Keelmans Way School. This will be using the PIVATS assessment tool. This applies to pupils who transfer to Keelmans Way School from other provision.
- 4.3** Older pupils review their individual targets and attend EHC reviews wherever appropriate in order to remain involved in their progression and learning experiences .
- 4.4** A tracking sheet is used to make sure pupils are on track to meet their target throughout the academic year. This is monitored termly by teachers. The tracking sheet is analysed at the end of the year to establish if pupils have met their targets and to make sure all pupils are learning at their maximum capacity.

5 Recording

- 5.1** We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.
- 5.2** Teachers and Teaching Assistants record progress using teachers' own recording systems, communication charts, PIVATS Assessments. Pupils also record their progress on sticker achievement books or reward charts.
- 5.3** A variety of evidence collection and assessment records are kept. A PIVATS evidence file links to targets achieved and targets to set within IEP's/personal plans. A record of achievement is kept in various formats to show progress and attainment within foundation subjects and areas of need.
Records are kept linked to Barry Carpenter Engagement scales and Routes for Learning teaching and learning depending on the needs of pupils.
- 5.4** Progress is closely monitored and records handed over when pupils change class.
- 5.5** Key stage 4 and Post 16 use PIVATS for Literacy, Maths, ICT and PSD to inform target setting and assessments. They also follow ASDAN, Duke of Edinburgh and Equals accreditation schemes to achieve accreditation and qualifications. They record progress and produce a portfolio of work in accordance to the requirements of the qualification or accreditation.
- 5.6** IEP's/ Personal plans: each pupil has an individual education plan which is written and evaluated on a termly basis. Each plan includes a target for Literacy, Maths, Physical, communication, PSD and ICT. Assessment of progress made towards achieving these targets is recorded on the IEP and this information is used to inform the planning of future targets.

6 Reporting to parents

- 6.1** A range of strategies are employed in order to keep parents fully informed of their child's progress in school. Parents/Carers can contact the school if they have concerns about any aspect of their child's work.
- 6.2** Parents have regular contact with school. As various clinics and meetings are held in school; parents have many opportunities to discuss their child's progress with teachers and other professionals.
- 6.3** All pupils have Home/School diaries which are used to inform parents about their learning and to assist parents in supporting their work and homework targets if applicable.
- 6.4** Each term there is a day for parents to drop in to class and look at the work pupils have been doing and have a chat with the class team.
- 6.5** IEP's/Personal plans are shared termly with Parents so Parents/Carers are fully informed and involved in the progress of their child.
- 6.6** Pupil voice: Pupils have the opportunity to contribute to their annual EHC review by completing a questionnaire that links to informing the review of their feelings and opinions. These are differentiated accordingly.
- 6.7** In EYFS parents have the opportunity to add comments, photographs and videos to the online learning journal. This also allows parents to keep up to date with the progress of their child daily.

7 Feedback to pupils

- 7.1** Feedback to pupils is very important as it involves them continually in their achievements/experiences and progression throughout the school.
- 7.2** We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson in the plenary.
- 7.3** Feedback is often given during circle time when pupils are praised for their achievements. Pupils are encouraged to make comments about their own work and the work of fellow pupils in a positive manner.
- 7.4** Achievements are celebrated through the use of praise, certificates, stickers, trophies, special treats, star of the week and prizes. Pupils have their achievements acknowledged in class, within a weekly 'star of the week' celebration assembly and by having their photo displayed in the main entrance.

8 Consistency

- 8.1** All subject leaders/co-ordinators examine examples of pupil's work within their subject area. It is each subject leader's responsibility to ensure that the samples they keep of children's work reflect the full range of ability within each subject. Subject leaders scrutinise assessment data and link this into a Subject Development Plan and any necessary CPD requirements.

9 Monitoring and review

- 9.1** The Deputy Head Teacher has responsibility for assessment, reporting and recording and is responsible for monitoring the implementation of this policy and work in conjunction with the Head Teacher and SMT. This is to ensure that detailed assessment drives effective teaching & learning. The SMT oversee the assessment PIVATS data in order to ensure attainment is occurring and report this to the Governing Body.
- 9.2** Governors are kept informed of pupil progress and achievements through the termly Governors meetings.

10 Additional Assessments

- 10.1** The Swimming Teacher assesses pupils and gives certificates and badges, which are presented to pupils during assembly, and will also mark progress
- 10.2** Educational Psychologists assess pupils when appropriate and visit school at our request and at other times.
- 10.3** Physiotherapists, Speech Therapists and Occupational Therapists carry out assessments where appropriate. Staff are given advice/information relating to each pupil seen and reports are sent to school at least once a year for most pupils.
- 10.4** The School Nurse and School Doctor monitor all pupils' health and medical needs. Medicals are held in school and the Doctor sees each pupil at least once a year. The School Nurse sees pupils on a daily basis and developmental checks are kept on all pupils. Some pupils also have regular appointments in school with Consultants who also chart their progress. Eye clinics are held in school to assess and monitor pupils' vision and there is also regular dental screening for our pupils. Where appropriate; Community Nurses also contribute to pupil assessments and assist with planning programmes for home.
- 10.5** Feeding Assessment Clinics are held in school. These are run by therapists and attended by pupils, parents and staff.
- 10.6** Assessments carried out by other agencies to enhance learning opportunities for PMLD pupils include:
- wheelchair assessments
 - positioning aids assessments
- 10.7** There is also input from the Health and Social Services Children with Learning Disabilities Team for some of our pupils, and programmes are formulated for families, linking with home and school.

ASSESSMENT/RECORDING MATERIALS AVAILABLE IN SCHOOL

- PIVATS 4 PACKAGE
- PIVATS EVIDENCE FILES
- ASDAN
- DUKE OF EDINBURGH
- IEPs/PERSONAL PLANS
- RECORDS OF ACHIEVEMENT
- EQUALS ASSESSMENT/ACCREDITATION
- BARRY CARPENTER ENGAGEMENT SCALE
- ROUTES FOR LEARNING
- LEARNING JOURNALS (EYFS)
- TAPESTRY JOURNAL (EYFS)

REPORTING

ANNUAL REVIEWS/EHC PLANS
REPORTING TO PARENTS
REPORTING TO GOVERNORS

Mrs M.King (Deputy Head Teacher)
May 2017 Review: May 2018