



Assessment for Learning Policy

Introduction

This policy is designed to ensure that Beacon Hill School meets the statutory requirements in relation to assessment, recording and reporting and that good practice in this area is maintained. The policy for assessment, recording and reporting is developed together and shared with all staff. There are agreed guidelines for implementing our policy and procedures in place to monitor and evaluate what is happening in all aspects of assessment, recording and reporting across the whole school.

School Aims

Beacon Hill School is a community:

- *That has high expectations for continuous improvement in order to raise standards for pupils:* systems for both assessment of learning and assessment for learning are in place to monitor the progress made by individual pupils and by different cohorts of pupils. This information is used to inform whole school target setting, subject planning within each class and planning for individual pupils.
- *In which all partners include, involve and inform each other:* systems are in place to ensure effective communication between the multi-disciplinary team, parents and staff to inform decisions made about each pupil, class and key stage.
- *That actively develops parental partnerships for the benefit of the pupils:* information about pupils is shared with parents through such systems as home school books, annual review meetings, end of year reports, termly IEP evaluation sheets and parent conferences.
- *That positively promotes and encourages independence, confidence and self advocacy:* through effective assessment procedures staff have excellent knowledge of pupils' abilities, strengths, areas of need and attitudes to learning; they use this knowledge to develop pupils' independence and confidence. The area of pupil voice is actively developed through activities such as student council.
- *That celebrates achievement for all:* systems are in place throughout school to celebrate pupils' learning and achievements and include Beacon awards, Head teacher stickers, good work walls, class rewards such as smiley faces and pupil achievement files.

Principles of Assessment

There are two strands to assessment: assessment of learning (summative) and assessment for learning (formative) both of which are inter-linked and the use of which enhances the learning process for all pupils.

Assessment for learning involves the use of ongoing classroom assessment to improve learning and differs from assessment of learning which measures what learners know or can do at a set period in time. Much recent research indicates that effective formative assessment is a key factor in raising pupils' standards of achievement.

"Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there."
(Assessment Reform group 2002)

Effective assessment for learning incorporates the following points:

- It is embedded in the learning process.
- It shares learning goals with pupils.
- It helps pupils to know and recognise the standards to aim for.
- It provides feedback which leads pupils to identify what they should do next to improve.
- It has a commitment that every pupil can improve.
- It involves both teacher and pupil reviewing and reflecting on pupil performance and progress.
- It involves pupils in self assessment.

Guidelines

Assessment and record keeping

- *End of year reports:* each pupil has an annual written report each June; this gives details of curriculum coverage for each subject and pupil progress in each subject. These reports are a celebration of the pupils' individual achievements and the pupils contribute a personal statement of either an achievement or a favoured activity.
- *Annual reviews:* each pupil has an annual review of their statement of special educational needs. The class teacher writes a report detailing the progress the pupil has made towards achieving the statement objectives; progress towards achieving the previous year's annual targets; progress in the core subjects of English, Maths and PSHE with the last two years' PIVATS scores; progress towards inclusion targets if applicable; and progress in the area of flexibility of thought (pupils with ASD only). Members of the multi-disciplinary team who have worked with the pupil over the year are invited to submit a report and/or attend the review meeting. Statutory guidelines regarding timescale for informing parents of these meetings are met.
- *Transition reviews:* pupils of the age of 14 years have a statutory transition review. The aim is that all transition reviews are person centred and students attend their own review from this point.

- *6th form:* reviews at 6th form are currently person centred and these are facilitated by trained staff. Written guidelines for person centred reviews are available for parents and professionals.
- *IEPs:* each pupil has an individual educational plan which is written and evaluated on a termly basis in October, February and May. Each plan includes a target in the areas of Literacy, Numeracy, ICT and PSHE. Pupils with ASD also have a target for flexibility of thought. 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.
- *PIVATS:* assessment of each pupil's progress in the core subjects of Literacy, Numeracy, Science, ICT and PSHE is recorded against the PIVATS assessment criteria annually in May. This provides a summative assessment of their attainment levels and is used in the planning of annual targets, IEP targets and subject lesson targets.
- *PIVATS:* any new pupil to the school will have a baseline PIVATS assessment completed within 5 weeks of entering school.
- *New starters:* there are standard annual targets which all new starters work on in relation to their IEPs until their progress meeting and new statement and annual targets are agreed.
- *Curricular assessment:* assessment procedures in these subjects are currently at a developmental stage. P.E. has an "I can do" assessment using the QCA core tasks in place for each unit of work; Literacy is piloting an "I can do" assessment in KS2 based on the new Primary Framework; Science is working with two other special schools to devise an "I can do" assessment; RE, Numeracy and Humanities are currently devising "I can do" based assessment systems.
- *Accreditation:* a member of staff (Kimberley McHugh) is currently carrying out an audit of all accreditation systems in place in school and will produce a report in the near future with full details and suggestions for future accreditation schemes.
- *Foundation stage:* all pupils in foundation stage have a baseline assessment using PIVATS within 5 weeks of starting school; all other assessment systems as detailed in this policy apply to foundation stage pupils.
- *PMLD:* pupils with profound and multiple learning difficulties are assessed against the 'Framework of assessment for pupils with PMLD'. In addition the sensory assessment system "Routes for Learning" is currently being introduced for all pupils with PMLD.
- *ASD:* assessment and recording for pupils with autism includes specific 'flexibility of thought' objectives in their statement objectives, annual targets, IEPs and subject medium term planning. A section to record difficulties and progress in flexibility of thought is added to the PSHE section in the annual review report.
- *SATS:* the decision to enter pupils in the SATS tests is decided on an individual basis.
- *Pupil voice:* pupils are involved in their educational reviews, submit a written report for this review and are assigned an advocate to speak for them if

necessary. A system to develop pupil involvement in their IEP targets will be introduced in school in the near future. There is an active school council in the secondary department and plans to introduce one in the primary department in the near future.

Use of assessment data

Use of PIVAT and IEP assessment data at all levels is used to:

- Monitor pupil progress both individually and within cohorts across school.
- For whole school monitoring and target setting for subgroups.
- Compare pupil progress to national data.
- Inform setting of targets in subject action plans.
- Plan the curriculum.
- Assign pupils to streamed Literacy and Numeracy groups.
- For individual target setting within classes, the setting of annual targets and IEP targets.

Reporting to parents

Systems are in place to report pupil progress to parents and include:

- Parents' conferences.
- Sharing PIVAT assessment scores through the pupils' individual PIVATS' graphs.
- Annual end of year reports.
- Annual review reports.
- Termly IEP targets.
- Termly IEP evaluation sheets.
- Daily home school diaries.

Planning for assessment for learning

Planning at all levels uses the information gained through all assessment systems to inform future teaching and learning.

Long term planning: reflects the whole school framework taking into consideration the foundation curriculum, the programmes of study, schemes of work, time available and any planned thematic work through a four year curriculum map.

Medium term planning: takes into consideration a range of teaching techniques and assessment approaches which reflect our pupils' different learning styles. Learning activities are differentiated into three discrete ability groups which are linked to the PIVAT levels: supported (P1-3); core (P4-6) and extended (P7+).

Short term planning: takes into consideration the prior knowledge, skills and understanding and the range of learning styles that the pupils bring to the learning situation.

Transfer and Transition

Pupils' records are maintained in an orderly, agreed system and follow pupils as they progress through the school. Opportunities are provided for staff to discuss individual pupils when they transition between classes and key stages. Statutory requirements regarding transition procedures are met.

Management and monitoring

The assessment co-ordinator has overall responsibility for assessment, recording and reporting, supported by the subject co-ordinators who monitor the planning and delivery of their subjects.

Each co-ordinator carries out termly observations of lessons and through this identifies areas of development for the teacher and the co-ordinator.

The assessment co-ordinator writes and evaluates a yearly action plan for the area of assessment, recording and reporting.

Each co-ordinator has an agreed written job description outlining the specific responsibilities of the role.

Future development of Assessment, Recording and Reporting

The school improvement plan in 2008 will include a target relating to assessment, recording and reporting with opportunities provided for whole school training. At this time a separate 'Marking and Feedback Policy' will be written.

The model of assessment for learning to be developed will include the writing of learning intentions and success criteria within medium and short term planning for each subject, planned peer and self assessment opportunities and an agreed marking and feedback system linked to the learning intentions and success criteria.