



Marshlands School **Assessment Policy**

Marshlands School caters for pupils who have been provided with a statement of Special Educational Needs (SEN) or Education Health and Care Plan (EHCP) by the Local Authority (LA). At present Marshlands provides education for pupils that have wide and complex educational needs and can be categorised as including pupils who have Moderate Learning Difficulties (MLD) Severe Learning Difficulty (SLD) Profound and Multiple Learning Difficulty (PMLD) Autistic Spectrum Disorder (ASD) Social Emotional and Mental Health (SEMH) and Physical Disabilities (PD).

Rationale

Assessment is a continuous process that provides information on the achievements of a child in relation to clearly defined National criteria. At Marshlands assessment is an integral part of Teaching and Learning Policy as well as, our planning, evaluating, recording and reporting cycle. It identifies what the child knows and can do and provides information to guide future teaching and learning in response to a child's individual needs. Its process is a core part of our whole teaching and learning programme. We believe that effective assessment provides the platform to ensure that learning continues to move forward.

Aims

Our aims in assessing children are:

- To enable teachers and children to celebrate individual strengths and achievements but not to confirm failure.
- To involve children in their learning and to provide feedback to them.
- Where possible, encourage children to assess themselves and to understand how they can improve.
- To use the results of assessment to adjust teaching.
- To identify individual needs and set targets for future learning.
- To ensure continuity and progression for children's learning within and across year groups.
- To provide information for parents, governors, the LA, future schools, outside agencies and anyone else who supports the child's learning.

- To provide a differentiated curriculum to meet the individual needs of all children within our school.
- To ensure that the legal requirements for assessing, recording and reporting are met.

Assessment for learning should be:

- Part of everyday teaching.
- Realistic and manageable.
- A continuous process.
- Achieved by a cumulative process.
- Carried out in a familiar and supportive environment so that the child can provide the best evidence of what he/she can do.
- Planned for across the curriculum and throughout the year.
- Carried out, formally and informally, through observation, discussion, work sampling, specifically designed activities at planned times during the year.
- Baseline Screening and Statutory tests will be applied for pupils at Key 1 and 2 where appropriate.
- Recorded on internally agreed formats.
- Shared with the children as appropriate.

Record keeping should:

- Be based on a variety of evidence.
- Be consistent throughout the school.
- Be easy to interpret.
- Be manageable.
- Be on-going.
- Help when reporting to parents.
- Inform the planning of future work.
- Inform the next teacher and/or school.
- Aid target setting for and used in pupils I.E.Ps.

At Marshlands school, there are two main forms of assessment:

- Summative assessment
- Formative assessment

Summative Assessment provides a summary of what has been learned in regard to both attainment and achievement at a specific point in time. All pupils are continuously assessed by their teachers and their progress entered into the school database. A baseline assessment is undertaken by all pupils during their first half term on admission to school.

Formative assessment which we regard as the most important kind of assessment, 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)

Formative assessment should take place on a daily basis, taking into consideration the child's mode of communication, including sign language and PECS.

Learning Objectives

- Using different modes of communication teaching staff are expected to share with the children an explicit learning objective at the beginning of each lesson.

Success Criteria

- In order for the children to achieve the learning objective a clear set of success criteria should be identified with the children.
- These will then be used as a framework for assessment, feedback, marking and as a point of reference for the plenary.
- Where appropriate children should be encouraged to use the success criteria to evaluate their own work.

Effective Questioning

- In order for teaching staff to assess children's understanding effective questioning is vital.
- Using the different modes of communication a range of questions, including open questions, need to be used and children need to be given 'thinking time' before giving their answer.

Effective Feedback

- Feedback needs to link back to the learning objective of the task and needs to lead to improvement.
- It can be offered in a variety of ways e.g. one to one, teacher to group or child to child.
- Feedback can be written or oral, as appropriate to the age and ability of the child.

Pupil Tracking

It is our policy to track the progress of pupils. Reading, writing, speaking and listening, maths, science, PSD and ICT are assessed termly. Teaching Staff and subject leaders are accountable for ensuring Tracking Files are kept accurately up-to-date. A member of the Senior Leadership Team monitors these files to ensure consistency in recording. Children not making the appropriate levels of progress will gain targeted support. At foundation stage we use early learning goals as assessment and at Key Stage 1 and 2 teachers take into consideration the child's learning difficulties and the resources needed when making assessment.

Group Tracking

In addition to the tracking of cohorts the following groups are tracked separately:

- Boys in comparison to girls
- SLD pupils
- MLD pupils
- PMLD pupils
- ASD pupils
- SEMH pupils
- English as an additional language
- Ethnic minority children
- Pupil Premium children
- Looked after children (LAC)

Moderation

Moderation of assessments takes place in all Key Stages. In the Foundation Stage we adopt a team approach, verbally moderating work as summative assessment takes place. In Key Stage One and two, teaching staff moderate pupils work using Pivats assessment software and DATA transferred into CASPA. External moderation is also undertaken by the LA and cross moderation with mainstream primary schools and other SEN schools.

Role of teaching staff

Teaching staff will:

- Assess pupils to ascertain level of attainment;
- Plan next stage of learning;
- Provide information for record keeping;
- Report assessments to pupils, parents and school personnel;
- Keep up to date with new assessment initiatives;
- Attend in-house training

Teachers **planning** will show:

- Clear learning objectives and outcomes;
- Key learning skills;
- Differentiation;
- Key questions;
- Opportunities for peer and self assessment;
- Curricular targets;
- References to previous learning;
- Objectives and success criteria;
- Lesson evaluation and plans for subsequent lessons

Teachers will give **written or verbal feedback** which will:

- Be constructive;
- Be centred on the qualities of the work;
- Be linked to the learning objectives and learning outcomes;
- Identify strengths and weaknesses;
- Identify what the pupil needs to do to improve;

Role of pupils

Pupils will:

- Be made aware of learning objectives and IEP targets.
- Discuss what they have already experienced, know and understand.
- Discuss and identify what they need to do to improve.
- Discuss their work with a peer

Parents/carers role

Parents/carers will be made aware of and comply with this policy by:

- Attending parent-teacher consultations
- Encouraging their child to undertake home learning tasks
- Being aware of their child's targets
- Writing a response to their child's annual report

All children will be given:

- Individual targets which are set after discussion with the class teacher, for English and Maths.
- IEP's sent home for parents/carers to sign and return each term.

All pupils have:

- A folder of their records;
- A Record of Achievement folder
- EYFS pupils have a 'Learning Journey'

Parents/Carers are invited to attend Parent-teacher consultations once a term in order to be kept up to date with their child's progress and discuss new IEP targets. Parents/Carers will receive an annual report summarising their child's progress.

The role of the governing body

The Governing Body has:

- Appointed a member of staff to be responsible for Assessment (Headteacher).
- Delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy.
- Responsibility for ensuring funding is in place to support this policy.
- Nominated a link governor (Ian Raybould) to visit the school regularly, to liaise with the coordinator and to report back to the Governing Body.
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- Ensure all school personnel, pupils and parents are aware of and comply with this policy.
- Monitor the effectiveness of this policy.
- Annually report to the Governing Body and parents on the success and development of this policy.

We will raise awareness of this policy via:

- The school website and prospectus
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- Communications with home such as weekly newsletters
- Reports such annual report to parents and Headteacher reports to the Governing Body

Monitoring the effectiveness of this policy

The effectiveness of this policy will be reviewed annually or as and when the need arises by the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.



Headteacher:

Date: 13/02/2017



Chair of Governors:

Date: 13/02/2017