Culverhill School

Assessment Policy

Our Vision
Achieving More Together

Our Mission
Working together passionately to achieve the best outcomes for our SEND children and young people

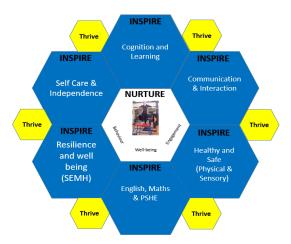|	
Ratified by:	
Ratification Date:	
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Review Date:	
Related Policies:	
Chair of Trust/Governor Signature:	
Equalities Impact Assessment date:	

Contents

Introduction

The purpose of this policy is to provide a comprehensive document to share with staff, governors, other professionals, families and other interested stakeholders. The policy incorporates the vision, values and aims for assessment when using an adapted curriculum and the specialised approaches required for teaching the pupils at Culverhill School. Due to the bespoke curriculum at Culverhill, which is a broad and balanced approach that identifies and meets the variety of needs of our pupils, the curriculum, alongside specialist teaching approaches, provides consistency throughout the school, whilst recognising developmental and age related aspects to learning. Therefore we have adapted and created assessment systems which accurately and meaningfully allow us to support the progress of our pupils.

Assessment at Culverhill School

Assessment is an ongoing daily teaching technique at Culverhill. Our new assessment software tool Evidence for learning allows all staff to capture evidence. Teachers are able to stay abreast of their pupil's attainment through the form of an additional software called Insights (an up to date and constantly changing measure of their progress in relation to an outcome). This signifies the pupil's progression towards their expected EHCP outcome at the end of their key stage and their English and Maths steps. Progression towards these attainment levels can be monitored on a daily basis. New pupils will be baselined on arrival using any previous attainment information alongside support from the Assessment criteria's and EFL leads. Data is analysed to provide information about students' performance and make recommendations for interventions or support.

Curriculum Assessment context

The curriculum at Culverhill School has been created in three strands:

Nurture – A pathway for Engagement, behaviour and wellbeing. If pupils are unable to access the Inspire curriculum a more bespoke Nurture curriculum is created with reference to expert subject leader knowledge. (Currently in development)

Inspire – This is the core offer at Culverhill. A formal curriculum that enables children to fully embed their learning. The sequence has been designed in a spiral format. A spiral format allows learning to be retained over time as pupils over learn topics leading to knowing more and remembering more.

Thrive – Our challenge offer. Some of our pupils require further challenge in their learning. Staff meet this need by providing a bespoke curriculum for our higher level thinking skills students. This is conjunction with our subject leads. (Currently in development)

Our personalised approach allows pupils to accumulate learning over time to meet our curriculum aims, consequently pupil's needs are met effectively.

Curriculum Intent Aims

Cognition and Learning - Increase my knowledge and understanding of the world and my ability to manage challenges.

Communication and interaction - Communicate and understand my wants and needs and those of others.

Social emotional and mental health - Manage my feelings and behaviour to be happy, safe and resilient.

Self-care and independence - Care for myself and Increase my independence to lead a better quality life.

Physical and Sensory - Understand how to manage my senses and look after my health.

Assessment Aims

Provide a baseline against which to measure attainment and progress, including our curriculum and EHCPs. Our curriculum is sequenced as such so there is a direct link between the timetable, the curriculum and assessment. Our sequential spiral curriculum means that we are able to assess the quality of our curriculum through individual pupil outcomes. Our overall aims are;

- Identify the learning needs of an individual pupil or a group of pupils.
- Inform planning, outcomes, next steps and interventions.
- Assist with the development of quality teaching strategies which motivate pupils.
- Be accurate, reliable and consistent across the school using a range of evidence and strategies.
- Complies with statutory requirements.
- Gather and capture additional information necessary to provide a tailored education, of high quality to all pupils.
- Inform parents and carers of their child's experiences and achievements.
- Support the identification of barriers to learning and the development of strategies to overcome these.
- Celebrate long term and short term successes with pupils and families

EHCP - Ipsative Assessment

Learning evidence is collected from learning opportunities throughout each term in order to provide substantial progress information to support staff assessments. Staff review the learning on EFL in order to accurately assess pupils EHCP outcomes. Outcomes are assessed in line with the following aspects (Appendix 1). Judgements are made at the end of each term block (2 terms). Each aspect has a value of 10 points. All aspects equates to 40 points per outcome.

- Maintenance
- Fluency
- Generalisation
- Independence

Pupils, families, staff and external professionals contribute to this process at annual review where the progress is evaluated. New EHCP outcomes are defined at this point in conjunction with annual review chairs approval. Should new outcomes be created this is shared with the assessment lead to create new learning pathways for the following year.

<u>Points Rationale</u>

An outcome is set to be achieved within three years (Defined by Local Authority). In order to achieve the outcome within this time pupils must reach a minimum of 32 points per outcome over three years (80%).

Progress over two terms (Data drops)

- Working towards: Equal to 1 or less
- Expected: 2-4 Points per outcomes
- Good: 5-7 Points per outcome
- Outstanding: 8 or more points per outcome

Annual progress margins per outcome:

- Working towards: Less than 6
- Expected: 6-11 Points per outcomes
- Good: 12-21 Points per outcome
- Outstanding: 22 or more points per outcome

Assessing Maths and English

Learning evidence is collected through EFL. Learning opportunities throughout each term provide substantial progress information to support staff assessments. Staff use formative assessment methods (assessment for learning) via a tracker to stay in touch with pupil progress and to support next steps. Summative assessment launches formally through EFL reflected in Insights once teachers review progress and draw their conclusions.

Teachers use a "stages and steps" approach to assess pupils as follows:

Maths assessments: Place Value, Calculations and Money

Expectations and parameters for year groups

Key Stage 2	Maths stages 1-3	Working towards: Pre Stage 1	Expected: Stage 1+	Good: Stage 2	Outstanding: Stage 3 +			
Year 7 and 8	Maths stages 2-4	Working towards: Less than Stage 2	Expected: Stage 2	Good: Stage 3	Outstanding: Stage 4 +			
Year 9	Maths stages 3-5	Working towards: Less than Stage 3	Expected: Stage 3	Good: Stage 4	Outstanding: Stage 5+			
Key stage 4	Maths stages 4-6	Working towards: Less than Stage 4	Expected: Stage 4	Good: Stage 5	Outstanding: Stage 6	Entry Level Maths		
						1	2	3

Staff use summative assessment three times a year to inform progress under the following scoring system.

Two terms progress scoring

- Working towards: 2 Or less
- Expected: 3-5 Points per outcomes
- Good: 6-8 Points per outcome
- Outstanding: 9 or more points per outcome

Annual progress margins per outcome:

- Working towards: 6 Or less
- Expected: 7-15 Points per outcomes
- Good: 16-24 Points per outcome
- Outstanding: 25 or more points per outcome

Expectations and parameters for year groups

English Writing Assessments:

Key Stage 2	English stages 1-3	Working towards: Pre Stage 1	Expected: Stage 1	Good: Stage 2	Outstanding: Stage 3 +			
Year 7 and 8	English stages 2-4	Working towards: Less than Stage 2	Expected: Stage 2	Good: Stage 3	Outstanding: Stage 4 +			
Year 9	English stages 3-5	Working towards: Less than Stage 3	Expected: Stage 3	Good: Stage 4	Outstanding: Stage 5+			
Key stage 4	English stages 4-6	Working towards: Less than Stage 4	Expected: Stage 4	Good: Stage 5	Outstanding: Stage 6	Entry Level English		
						1	2	3

Staff use summative assessment three times a year to inform progress under the following scoring system.

Two terms progress scoring

- Working towards: 1 Or less
- Expected: 2-3 Points per outcomes
- Good: 4 Points per outcome
- Outstanding: 5 or more points per outcome

Annual progress margins per outcome:

- Working towards: 3 Or less
- Expected: 4-9 Points per outcomes
- Good: 10-14 Points per outcome
- Outstanding: 15 or more points per outcome

Assessment and Reporting at Key Stage 4

The key stage 4 curriculum, recognises the need for pupils to move towards a higher proportion of life skills and independence. Our curriculum follows the same structure of key stages 2 and 3 with reference to the Nurture, Inspire and Thrive curriculums. Like other year groups pupils are assessed

through their EHCPs but also through qualifications such as Entry level Maths, Entry level English, BTEC ICT, BTEC ART, Unit Award Scheme, The Duke of Edinburgh award and ASDAN.

Summative Assessment Blocks

Culverhill assesses pupils three times a year in order to celebrate maximum progress. This allows the school to provide accurate and timely intervention strategies to better meet the needs of students.

Moderation Procedure and Progress information drops

EFL MONITORING RESPONSIBILITY
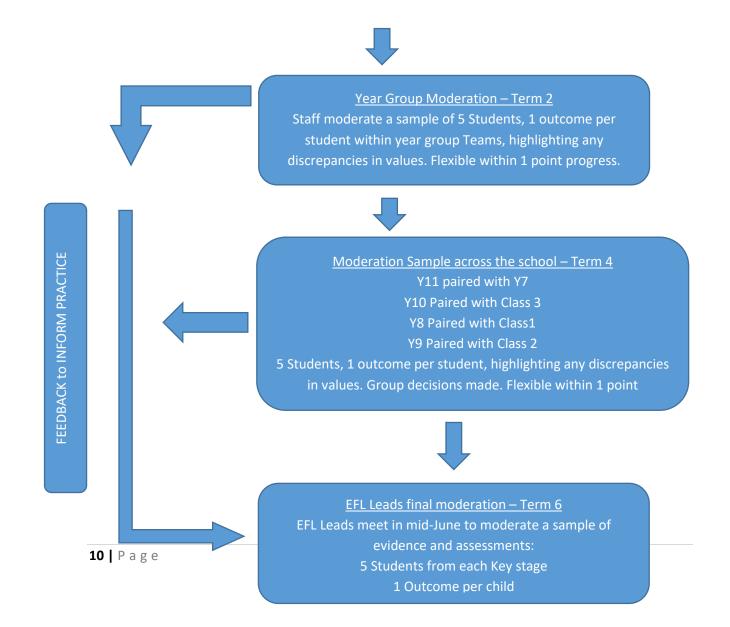CHRIS WALKER (CW) KS4
NAOMI COWLEY (NC) KS3
JAMES ANDREWS (JA) KS2

Progress information drops
Two weeks before, 3X a year In line with
Local Governing Body meetings

→

Progress information Moderation
3X a Year – Monitoring judgements

Progress information dropped
Teachers drop progress information on to assessment books on dates above. Teachers must give judgements based on evidence on EFL.

Year Group Moderation – Term 2
Staff moderate a sample of 5 Students, 1 outcome per student within year group Teams, highlighting any discrepancies in values. Flexible within 1 point progress.

Moderation Sample across the school – Term 4
Y11 paired with Y7
Y10 Paired with Class 3
Y8 Paired with Class1
Y9 Paired with Class 2
5 Students, 1 outcome per student, highlighting any discrepancies in values. Group decisions made. Flexible within 1 point

FEEDBACK to INFORM PRACTICE

EFL Leads final moderation – Term 6
EFL Leads meet in mid-June to moderate a sample of evidence and assessments:
5 Students from each Key stage
1 Outcome per child

Terminology

Evidence for Learning – Software that collates all pupil progress evidence

Insights – Software that gives a view on pupil progress. This can be drilled down into individual progress and the work that they produce.

EHCP outcomes – The outcomes that are set within the EHCP to meet the learning needs of our pupils.

Steps – The parts of learning towards meeting EHCP outcomes. The parts of learning/progress towards Maths stages. The learning that we want pupils to acquire before they move on to their next year group and or further education.

Stages – The sections that contain the individual

Learning outcomes – Pupils work towards these during lessons to meet a success criteria geared towards the inspire curriculum and their EHCP outcomes.

Moderation – The process in which the leadership team ensures any judgements given are consistent and fair.

Aspects – The terminology used to describe progress markers. (Found below).

Generalisation – The different contexts a pupil performs the appropriate outcome in. For example within the classroom but also out in the community.

Independence – Levels of support

Fluency – How pupils perform the outcome they have been tasked with.

Maintenance – How effective the pupils are at performing the outcome.

Formative Assessment – Continuous assessment of pupil learning that aids planning.

Ipsative Assessment – Pupils assessed against their own abilities.

Summative Assessment – Summative assessment is a picture of where the pupil is at a particular moment in time and is carried out periodically, e.g. end of term or key stage. Attainment will be measured through the pupil's journey through the 'stages', which have replaced our old target banks. These stages are bespoke to the individual needs of pupils at Culverhill and are a means of measuring progression, specifically in relation to EHCP outcomes.

Assessment Aspects (Appendix)

Assessment Aspects
Knowing more remembering more

	1	2	3	4	5	6	7	8	9	10
Fluency — How pupils perform the outcome.	Approximate — The learner shows no interest in the outcome that needs to be completed	Approximate — The learner shows interest and behaviour needs shaping in order to complete the outcome	Purposeful & Co-ordinated — Learner is willing to attempt the outcome with purpose.	Purposeful & Co-ordinated — Learner show some resilience in the outcome even when they are unable to complete.	Purposeful & Co-ordinated — Learners performance is successful but they experience a challenge	Sufficiently Accurate — Learner starts and completes the outcome with **some** faltering and **some** hesitation.	Sufficiently Accurate — Learner starts and completes the outcome with **no** faltering but some hesitation.	Sufficiently Accurate — Learner starts and completes the outcome without faltering or hesitation.	Accurate — Outcome is smooth, swift and accurate 90% of the time.	Accurate — Outcome is smooth, swift and accurate 100% of the time.
Maintenance — Effectiveness of the outcome in time.	Single — Outcome has not been observed on any occasion	Single — Outcome has only been observed on one occasion	More than once — Outcome is observed more than once but not always accurate	More than once — Outcome is observed more than once and is more frequently accurate than inaccurate	More than once — Outcome is observed more than once and is accurately performed with intent over 80% of the time.	Repeated & Accurate — Outcome is repeated and achieved but there is variance in the reliability of the quality.	Repeated & Accurate — Outcome is often reliably repeated and achieved over time.	Repeated & Accurate — Outcome is reliably repeated and achieved over time effectively.	Consolidated — Outcome is accurate, consolidated and maintained 90% of the time even after prolonged breaks.	Consolidated — Outcome is accurate, consolidated and maintained 100% of the time even after prolonged breaks
Independence — Level of support	Full support is provided throughout the outcome. Physical, gestural, visual or spoken help.	Full support is provided throughout the outcome. Gestural or spoken help.	Support is given — Reduction in the level or frequency of prompting given but the learner still requires support on the journey towards independence.	Support is given — Reduction in the level or frequency of prompting given as the learner is reminded to become more independent.	Support is given — Reduction in the level or frequency of prompting given as the learner moves to be more independent more of the time.	Minimal prompting — Learner performs independently **occasionally** but needs incentives in order to start the outcome.	Minimal prompting — Learner **often** performs independently but needs reminding of their independent ability.	Minimal prompting — Learner performs **independently** but needs consolidation in order to become consistent.	Independently completed the outcome — Encouragement can be given.	Independently completed the outcome — No encouragement necessary.
Generalisation — The context a pupil can perform the outcome in.	Single context — Learner shows no aptitude to perform the outcome in any context	Single context — Learner shows willingness to engage with outcome in one specific single context	Some variation — Outcome is repeated with some variation in the school setting.	Some variation — Outcome is repeated with some variation in the school setting, materials or staff.	Some variation — Outcome is repeated with some variation in setting, outside contexts, materials or people.	Frequently but not consistently — Outcome is completed in different settings/context	Frequently but not consistently — Outcome is completed in different settings/contexts, with different materials	Frequently but not consistently — Outcome is completed in different settings/contexts, with different materials and people	Many contexts — Outcome is reliably completed indifferent settings, with different materials and people.	Many contexts — Outcome is always completed indifferent settings, with different materials and people.