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.

Reviewed by:	Naomi Cowley
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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 writing, reading 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 functional skills pathway for engagement, social skills, 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.

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 – Ensuring ambition for our pupils. Our core Inspire curriculum is content rich and sufficient. We review, add and adapt to ensure ambition for our pupils. Some of our pupils can benefit from a greater range of ambitious opportunities to further develop their thinking and learning. Staff meet this need by providing a bespoke curriculum for our higher order thinking skills students. This is in conjunction with our subject leads.

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.

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

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

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

Baselining new pupils (September starters)

Pupils who join us in September have a 3 week 'observation' period.

Week 1 – Pupils will connect with their peers and staff in order to build sustainable relationships and feel safe in their new learning environment. Staff will record anecdotal observations that will inform the final baseline assessment at the end of the 3 week period.

Week 2 – In connection with families and pupils staff will select priority EHCP outcomes for pupils and begin to record baseline assessments on Evidence for Learning.

Week 3 - Teachers will use an appropriate assessment model as guided by subject leaders for individual pupils to gain an understanding of where pupils are in terms of Maths, English and Reading. Recording their findings on EFL as baseline assessments. This will be reviewed before the final data drop in October.

Baselining new pupils (throughout the year)

Pupils who join us at different stages throughout the year will have a 2 week 'settling' in period. During this time teachers will formally assess the stage in which the pupil is working towards for Maths, English and Reading. Recording their findings on EFL as baseline assessments. Class teams will also select priority EHCP outcomes for new pupils and record baseline assessments on EFL.

EHCP - Ipsative Assessment

EHCP progress: Using ipsative assessment when monitoring EHCP outcomes is vital, it allows pupils to be compared against themselves and shows how pupils can achieve their personal best. As a school we want to know where pupils were previously regarding their personalised outcomes and where the same pupil is now.

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.

- Fluency (how pupils perform the outcome)
- Maintenance (effectiveness of the outcome over time)
- Independence (level of support)
- Generalisation (the context a pupils performs the skill)

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 priority outcomes be identified this is shared with the assessment lead to create new learning pathways for the pupil moving forward.

Points Rationale

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)

- No progress: 0 Points per outcome
- Working towards: 1 Point per outcome
- Expected: 2-4 Points per outcome
- Good: 5-7 Points per outcome
- Outstanding: 8 or more points per outcome

Annual progress margins per outcome:

- No progress: 0 Points per outcome
- Working towards: 1-6 Points per outcome
- Expected: 6-11 Points per outcome
- Good: 12-21 Points per outcome
- Outstanding: 22 or more points per outcome

Assessing Inspire Curriculum: Maths, English and Reading

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:

Expectations and parameters for year groups

Maths assessments: Place Value, Calculations and Money

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

- No progress: 0 Points progress
- Working towards: 1-2 Points progress
- Expected: 3-5 Points progress
- Good: 6-8 Points progress
- Outstanding: 9 or more points progress

Annual progress margins

- No progress: 0 Points progress
- Working towards: 1-6 Points progress
- Expected: 7-15 Points progress
- Good: 16-24 Points progress
- Outstanding: 25 or more points progress

Expectations and parameters for year groups

English Writing Assessments: Mechanics of writing, Nouns/Adjectives/Linking words and Verbs/Tenses/Adverbs.

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

- No progress: 0 Points progress
- Working towards: 1 Points progress
- Expected: 2-3 Points progress
- Good: 4 Points per progress
- Outstanding: 5 or more points per progress

Annual progress margins

- No progress: 0 Points progress
- Working towards: 1-3 Points progress
- Expected: 4-9 Points per progress
- Good: 10-14 Points per progress
- Outstanding: 15 or more points progress

Expectations and parameters for year groups

English Reading Assessments: Decoding and Comprehension

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

- No progress: 0 Points progress
- Working towards: 1 Points progress
- Expected: 2 Points progress
- Good: 3 Points progress
- Outstanding: 4 Points progress

Annual progress margins

- No progress: 0 Points progress
- Working towards: 1-3 Points progress
- Expected: 4-6 Points progress
- Good: 7-9 Points progress
- Outstanding: 10 or more points progress

Qualifications in Key Stage 4

When pupils move into Key Stage 4, Inspire and Thrive pupils work towards achieving the following nationally recognised qualifications and accreditations:

English

AQA Entry Level Certificates
-    Step up silver (Equivalent - Entry Level 1 and 2)
-    Step up Gold (Equivalent - Entry Level 3)
Requirements: Classroom based; pupils complete 3 units of work with a non exam assessment at the end of each unit.

Maths

WJEC Entry Level
-    Entry level 1-3
Requirements: 4 x coursework papers and one 1 hour formal examination.

Pearson
-    Functional skills Level 1 (Equivalent 1-3 GCSE)
-    Functional skills Level 2 (Equivalent 4+ GCSE)
Requirements: one 1 hour formal examination.

Science

AQA Entry Level Certificates
- Single award (Equivalent - Entry Level 1 and 2)
- Double award (Equivalent - Entry Level 3)
Requirements: 6 Teacher Designed Assessments carried out in class over two years.

AQA Unit Award Scheme Science
– certificates achieved at the end of each unit.

Unit award Scheme:

- **ICT** AQA Unit Award Scheme – certificates linked to life skills including E-Safety

- **Art -** AQA Unit Award Scheme

- **PE -** AQA Unit Award Scheme – certificates linked to a range of sporting activities.
- **Drama -** AQA Unit Award Scheme

ASDAN
-Personal Social Development (PSD) Entry Level 1 and 2

Entry Level Certificates continue to be the most appropriate qualifications for our pupils to achieve at Culverhill as our learners are not yet ready to access the full requirements for GCSE.

Assessing Nurture Curriculum:

Our Nurture pathway is assessed through our Communication & Interaction, Cognition and Learning and Numeracy curriculum in addition to pupils' independent EHCP outcomes. 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.

Communication and interaction

Two terms progress scoring	**Annual progress margins**
No progress: 0 Points progress	No progress: 0 Points progress
Working towards: 1-2 Points progress	Working towards: 1-6 Points progress
Expected: 3 Points progress	Expected: 7-12 Points progress
Good: 4-5 Points progress	Good: 13 -17 Points progress
Outstanding: 6 Points or more points progress	Outstanding: 18 or more points progress

Cognition and Learning

Two terms progress scoring	**Annual progress margins**
No progress: 0 Points progress	No progress: 0 Points progress
Working towards: 1-4 Points progress	Working towards: 1-13Points progress
Expected: 5-8 Points progress	Expected: 14-26 Points progress
Good: 9- 12Points progress	Good: 27 -38 Points progress
Outstanding: 13 Points or more points progress	Outstanding: 39 or more points progress

Numeracy

Two terms progress scoring	**Annual progress margins**
No progress: 0 Points progress	No progress: 0 Points progress
Working towards: 1-6 Points progress	Working towards: 1-17 Points progress
Expected: 7-11 Points progress	Expected: 18-35 Points progress
Good: 12-16 Points progress	Good: 36–51 Points progress
Outstanding: 17 Points or more points progress	Outstanding: 52 or more points progress

Assessing Thrive Curriculum:

The Thrive pathway aims to enable pupils to feel empowered to enquire, question, create and infer related to their Thrive outcomes. It is our vision that pupils will acquire and develop higher level thinking skills through their work and discussions. Pupils are working on their outcomes alongside the Inspire curriculum, yet some pupils will continue to develop their higher-level learning skills over the year by affording them opportunities to take part in groups that reflect their strengths to demonstrate their new skills.

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 Thrive outcome. 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.

- Fluency (how pupils perform the outcome)
- Maintenance (effectiveness of the outcome over time)
- Independence (level of support)
- Generalisation (the context a pupils performs the skill)

Points Rationale

Progress over two terms (Data drops)

- No progress: 0 Points per outcome
- Working towards: 1-3 Point per outcome
- Expected: 4-6 Points per outcome
- Good: 7-10 Points per outcome
- Outstanding: 11 or more points per outcome

Annual progress margins per outcome:

- No progress: 0 Points per outcome
- Working towards: 1-9 Points per outcome
- Expected: 10-20 Points per outcome
- Good: 21 –31Points per outcome
- Outstanding: 32 or more points per outcome

Roles and Responsibilities

The overall responsibility for assessment belongs to the Headteacher. However, everyone has a role to play.

- Class teams (Class teacher, teaching assistants) and other members of staff (Physio therapist, Occupational therapist, Thrive and ELSA practitioners, and mentors) are accountable for capturing evidence towards pupils learning.
- Class teachers are then responsible for collating evidence and making judgements.
- Subject leaders are responsible for monitoring assessment within their subject area.

Reporting to parents

Parent/teacher consultation evenings take place three times a year, in the Autumn, Spring and Summer terms. During these meetings teachers share personal achievements, attainment in subject areas and progress pupils have made to date. An open-door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

At the end of each academic year parents receive a written report. The reports include a general comment and a summary of progress made in English, Maths and PSHE. The written report is accompanied by a visual report that includes pictures of their child achieving their EHCP outcomes.

Annual reviews are inclusive of pupils, families, staff and external professionals who all contribute to this process where pupils' progress is evaluated.

Moderation

Moderation is necessary to ensure accuracy and consistency of teachers' judgements. Teachers share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments. Moderation Meetings are arranged for teachers to compare judgements and agree standards. (See appendix 2)

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

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.

Moderation Procedure and Progress information drops (Appendix 2)

EFL MONITORING RESPONSIBILITY

NAOMI COWLEY (NC)

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

Progress information Moderation
– Monitoring judgements

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

FEEDBACK to INFORM PRACTICE

Key stage Moderation
Staff moderate a sample of Students, 1 outcome per student, highlighting any discrepancies in values. Flexible within 1 point progress.

Subject Leads to track and monitor progress after each data drop