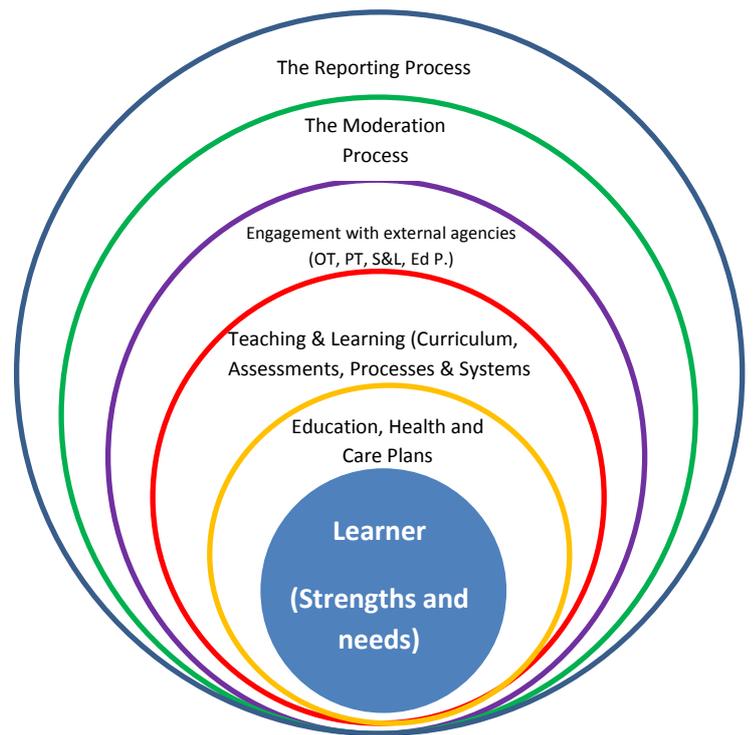
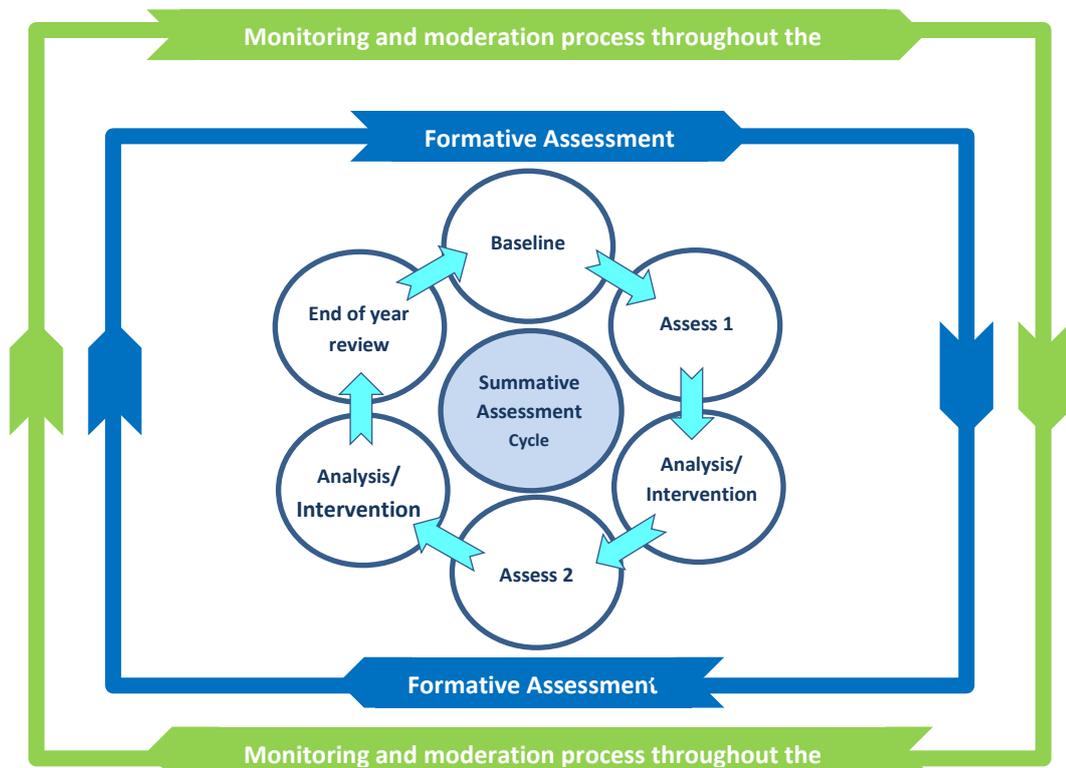


Assessment Model 2017/18

At the Priory School, the cycle of continually assessing progress keeps the learner as the core focus.



The Assessment Cycle 2017/18



Equal opportunities lie at the heart of all that we do at The Priory School. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support the school.

The Governors and Head Teacher of The Priory School ensure that assessment, recording and reporting will be based on the whole school principles of:

- Equal opportunities
- Individual needs
- Age appropriateness
- Pupil involvement
- Recognition of previous learning and experiences
- Sensitivity and understanding
- Parental involvement
- Challenge and pupils progress

1 Assessment

Assessment is the means of identifying the progress which pupils make with the aim of developing the whole child and to continually improve the quality of teaching and pupil learning within the school.

Assessment provides the basis for:

- Acknowledging achievement (academic and personal)
- Planning for learning
- Recording experience, developing knowledge and skills
- Reporting for a range of purposes and to different audiences eg: to parents, to governors, to outside agencies and to the trust.

This will be done in the following ways:

- I. During lesson time, to use effective questioning techniques and monitoring of pupils work to check their understanding and progress towards the given learning questions and success criteria.
- II. Through progressive assessment where following a course, pupils will be assessed to see what learning has taken place and to ascertain the effectiveness of teaching methods, pupils groupings and resources.
- III. Formative assessments will use information gained through assessment to improve planning and address the continuity of learning to ensure future learning is matched to individual student's needs. Staff will level work when completed by highlighting the aspects of outcomes that they have covered. These levelled pieces of work will be useful when teachers assess the learning stage of pupils.

2 Recording

Recording is the means by which teachers and assistants identify and keep information about learning. Through the planned use of recording systems information about pupils' achievements is noted and retained.

3 Reporting

Reporting is the process of providing information about pupils' learning and achievements to a range of audiences.

4 Base lining

Pupils who arrive at the priory school in year 7 will be assessed within the first term (based on a six term year). Where pupils arrive with previous levels these will be taken into account. In English, reading and comprehension will be assessed using the Salford reading test to arrive at a reading & comprehension age and the Vernon spelling test used to arrive at a spelling age. These levels will be matched to a level within the PIVATS 5 assessment tool and pupils will be provided with an appropriate reading book using the Rapid Reading scheme. The Letters and Sounds Phonics assessments are used to determine which phonics phase pupils fall into. In Maths the Rising Stars Basic Number Screening test is used and again the scores achieved are matched to a level within the PIVATS 5 assessment tool.

Personal Social and Emotional Development (PSD) is base lined using information from a variety of sources such as

- pen profiles provided by the pupils' former school, visits to pupils in their primary settings & discussions with staff there.
- meetings with our behaviour mentor attended by staff, including SENDCOs, from primary schools, pupils and their parents
- our knowledge of pupils in this setting.
- review of Behaviour Watch to check observations & incidents recorded since starting at the Priory
- information from EHCPs
- discussions with staff from the school & outside agencies who regularly work with the pupil

This information allows us to build a clear picture of the individuals and determine a starting level/milestone using the PIVATS 5 assessment tool. This ensures targets are set at an appropriate level.

5 Forms of Assessment Used

The Priory school uses a variety of assessments to meet the needs of the individual pupils.

5.1 PIVATS 5

New pupils in Keys Stage 3 who arrive at The Priory will be base lined using the Assessment Tool PIVATS 5 by class tutor and subject teachers to ascertain prior learning, knowledge and understanding in English (Reading, Writing, Speaking and Listening), Maths (Using and Applying, Number and Shape, Space and Measure) and Personal Social and Emotional Development (Behaviours for Learning, Independence and Self Help, Social Awareness and Relationships and Emotional Awareness). This base lining will be completed within the first term of arrival (based on a six term year). Progress within PIVATS 5 is tracked regularly by class tutor and subject teachers and Teaching Assistants and PIVATS Trackers are used as working documents to highlight the progress and attainment made by students and to assess and ascertain individual pupil's and students next steps for learning. The trackers are analysed three times a year by the Assistant Head Teacher (AHT)

where underperforming pupils are identified and bespoke intervention strategies are implemented with the aim being to accelerate progress and narrow the gap.

5.2 English and Mathematics 4 Adulthood

As pupils transition into Key Stage 4 their learning profile in PIVATS, for English and Mathematics, is converted onto the relevant 4 Adulthood tracker. Such trackers, which have been designed by subject specialists in-house, are designed to develop students' knowledge and understanding so they can apply core English and Mathematic skills to real life functional situations. The English 4 Adulthood tracker is chunked into specific strands (Writing, Reading and Speaking and Listening) where the Mathematics 4 Adulthood tracker is one document containing coverage of the many mathematical strands. Progress is tracked regularly by the subject teacher and the 4 Adulthood tracker is used as a working document to highlight the progress and attainment made by students and to assess and ascertain individual pupil's and students next steps for learning. The trackers are analysed three times a year by the Key Stage 4 Phase Leader and Assistant Head Teacher (AHT) where underperforming pupils are identified and bespoke intervention strategies are implemented with the aim being to accelerate progress and narrow the gap.

5.3 CASPA (Comparison and Analysis of Special Pupil Attainment)

PIVATS 5 and 4 Adulthood data is input into CASPA at the end of each assessment period and the data is analysed against personal targets in the winter and spring period and against personal targets and national attainment and expectations in the summer. The AHT analyses this further; intervention strategies are implemented for all pupils and students making 'less than Expected Progress' and 'More than Expected Progress'. Whole school targets are also devised where appropriate and included in the School Development Plan.

The Target setting Facility in CASPA is used to set individual targets for students in core subjects. These targets are then shared and agreed with the relevant subject leaders. The AHT works with the subject leaders, tutors and subject teachers to agree 'Challenge Targets' for each pupil. The progress pupils make towards achieving both the targets is analysed by the AHT and subject leaders at the end of each assessment period.

5.4 Computing Assessment Tool

During this academic year the new assessment tool will be trialled. Computing data will be input into the assessment tool at the end of each assessment period and the data is analysed against personal targets in the winter and spring period and against personal targets and national attainment and expectations in the summer. The subject leader and the AHT analyses this further to identify pupils and students making 'less than Expected Progress' and 'More than Expected Progress'. Whole school targets are also devised where appropriate and included in the School Development Plan.

In the first instance we will align the CASPA computing target with our Information Technology strand. Throughout the year this will be closely monitored to check viability of the targets in the long term. This will affect how computing as a subject will be reported on during the year. The AHT and computing subject leader will meet regularly to look at progress and investigate how the tracker

is working and also the rationale for future target setting within this subject will be confirmed for September 2018.

During this trial period the computing leader will be meeting with other subject specialist and an IT strategic leader to ensure we are not working in isolation and that it is a tool that will be implemented in line with a variety of other schools. This will then support the generation of a data bank to support standardisation. Moderation will take place throughout the year to monitor standards.

5.5 Science Assessment Tool

During this academic year the new assessment tool will be trialled. In the first instance Science will be baseline using the existing PIVATS assessment tool. The baseline data will then be transferred into the new assessment tool in preparation for the December progress check. Science data will from then on be input into the new assessment tool at the end of each assessment period and the data analysed against personal targets in the winter and spring period and against personal targets and national attainment and expectations in the summer. The subject leader and the AHT analyses this further to identify pupils and students making 'less than Expected Progress' and 'More than Expected Progress'. Whole school targets are also devised where appropriate and included in the School Development Plan.

In the first instance we will use CASPA to generate targets. Throughout the year this will be closely monitored to check viability of the targets in the long term. This will affect how science as a subject will be reported on during the year. The AHT and science subject leader will meet regularly to look at progress and investigate how the tracker is working and set the rationale for future target setting within this subject. This will be confirmed for September 2018.

During this trial period the science leader will be meeting with other subject specialist to ensure we are not working in isolation and that it is a tool that will be implemented in line with a variety of other schools. This will then support the generation of a data bank to support standardisation. Moderation will take place throughout the year to monitor standards.

5.6 Autism Education Trust (AET) Trackers.

The use of the AET trackers is being trialled this academic year. They are to be used with selected individuals. Pupils involved in specific intervention programmes e.g. personal progress and independence, or particular behavioural needs will be selected automatically and monitored using this tracker.

5.7 Communication Trackers

Communication trackers, (created by The Garth School), are being trialled this academic year. They will be used for individual pupils who present more complex communication need therefore are unable to make progress in PIVATS 5 Speaking and Listening e.g. non-verbal pupils. Class tutors, the Speech and Language TA and subject teachers will baseline the selected pupils using this tracker. This will enable staff to monitor progress.

5.8 Non-Core Assessment

Assessment judgements for all Non-Core subjects are made using old National Curriculum level and P-level descriptors. Progress within Non-Core subjects is tracked regularly by the subject teacher and level within each subject is documented three times a year. The trackers are then analysed three times a year by the Key Stage 4 Phase Leader, who is responsible for Non-Core Assessment. Following each set of analysis subject teachers, of non-core subjects, are provided with a brief report highlighting pupil outcomes and those pupils whom are underperforming. Subject teachers are asked to consider how they can develop targeted in class practice that ensure these pupils make progress.

Rigorous target setting is in place using the following rationale. The following targets take into consideration pupils exposure to the subject and the level of learning need presented.

6 Baseline Testing

The following tests are used twice a year. In the first instance to baseline pupils and again to monitor progress over the academic year.

6.1 Salford Sentence Level Reading Test.

The Salford Sentence Level Reading Test. This is a standardised reading assessment that enables staff to monitor the progress of individual and groups. It provides invaluable information such as reading and comprehension ages.

6.2 Vernon Spelling Assessment

The Vernon Spelling assessment provides pupils with a spelling age.

6.3 Letters and Sounds Assessment

The letters and sounds phonics scheme is used to assess and track pupil progress throughout the six phonic phases.

6.4 Raising Stars Basic Numeracy Assessment

All pupils complete the Raising Stars Basic Numeracy Assessment annually. This assessment provides pupils with a number age.

6.5 Mastery Maths Assessment

In addition all pupils complete a 'Mastery Maths' assessment with the aim of identifying any gaps in pupil knowledge.

The results of all the assessments are collated and analysed by the AHT who distributes them to the relevant staff for action with the opportunity to instigate intervention should it be necessary.

7 Moderation and Informing the Assessment Process.

Moderation is a way of maintaining rigour in the assessment process. It confirms teacher judgements and aims to standardise the levelling of work throughout the school. This will inform the planning for individual and group lessons. The following steps will be taken to moderate the assessment of pupils' work and progress:

- I. Internal moderation procedures to ensure that teacher assessments met the criteria set by the Qualifications and Curriculum Authority (QCA)
- II. Internal moderation to ensure that individual teacher judgements are corroborated to achieve 'best fit' rounded judgements when completing the PIVATS/4 Adulthood/Non-core progress statements for individual pupil profile.
- III. Setting targets as part of the annual review process, next steps and individual plans.

7.1 Collecting a variety of evidence to support teacher assessments

- I. Individual pupil assessment (PIVATS/4 Adulthood)
- II. Subject leader folders that collate all work moderated by a group of staff.
- III. Teacher notes/observations- planning and learning aims documents.
- IV. Effective Marking and Feedback which encompasses a tracking grid highlighting exact pieces of work which demonstrate progress towards assessment strands.

7.2 External Moderation.

The Spalding Special School Federation runs an external moderation programme in Lincolnshire that includes eleven other SEN schools. There is one meeting per subject every academic year, Each school brings three pieces of work per key stage, of pre moderated work, that demonstrates a range of abilities and levels. This allows for internal moderators judgements to be checked. Reports from the moderation are then reported back to staff and governors.

8 REPORTING

8.1 Mid-Year Reporting

Following the tri-annual assessment reviews parents/carers are presented with data outlining pupils progress in the following areas:

- I. P levels and National Curriculum levels in all subjects except English, maths and PSD.
- II. PIVATS levels in literacy, numeracy and PSD in the form of graphs
- III. KS4 assessment levels, linked to accreditation, in literacy and numeracy in the form of graphs
- IV. Attainment statements/visual representation in computing and science that demonstrate progress overtime time.

In addition parents/carers will receive a chart demonstrating progress towards meeting Education Health Care Plan outcomes and the next steps the individuals need to achieve to make progress.

8.2 Annual Review

This outlines pupils progress in the following areas:

- I. P levels and National Curriculum levels in all subjects covered
- II. PIVATS levels in literacy, numeracy and PSD
- III. KS4 assessment levels, linked to accreditation, in literacy and numeracy
- IV. Attainment statements/visual representation in computing and science that demonstrate progress overtime time.
- V. Targets set in pervious EHCP review and comments on levels achievement to date
- VI. Pupils attendance throughout the year

8.3 Annual Report

A report is prepared for all students by each subject teacher and the pupils tutor. This report communicates:

- I. How well the pupils is doing in all National Curriculum subjects. (KS3)
- II. How well the pupil is doing in their option subject (KS4)
- III. How well the pupil is doing in other subjects and activities which are part of the school's curriculum
- IV. How much effort and commitment the pupils demonstrates per subject.
- V. How well each pupil is progressing socially

The Priory school believes in providing regular opportunities for teachers to communicate with parents about how their child is progressing and how they can support their child's learning. This communication process is also supported by the use of home/school planners as a means of teacher/parent liaison. Throughout the year open discussion is welcomed

8.4 Assessments made by other professionals

The following services contribute to annual reviews and progress meetings as appropriate:

- speech and language therapy
- art therapy
- occupational therapy
- physiotherapy
- CAMHS
- Educational Psychologist
- And possibly other services

Assessments made by these professionals will be used to support the teaching strategies and learning outcomes for the pupil.

8.5 How is the data collected to be used?

All assessment information will provide evidence of individuals performance year on year. It will:

- I. enable the school to monitor individuals performance against class results
- II. enable the school to monitor individuals performance against LEA, cohort groups and other special schools.
- III. Enable the monitoring of different group of learners
- IV. Enable the monitoring of pupil/cohort achievement in different subject areas
- V. enable analysis to discover whether pupils make consistent progress throughout the school.

To identify what aspects of curriculum and teaching need to be strengthened. This information will then be used to:

- I. inform Governors, Parents, the Local Authority, the Academy Trust and OFSTED
- II. inform the whole school development plan
- III. inform subject development plans.

9 Policy review

The Priory School considers the Assessment, Recording and Reporting Policy document to be important and the AHT will undertake a thorough review of both the policy and practice each year and report to the Local Governing Body annually.

This policy should be read in conjunction with:

- I. The Effective Marking and Feedback Policy**
- II. The Planning Policy,**
- III. The Examinations Policy**
- IV. The Monitoring Policy.**