

Assessment and Monitoring Policy

Helen Allison School

Approved by: Simon Collins

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.

It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

3. Principles of assessment

All pupils in our care all have Education, Health and Care Plans (EHCP) that have been co-produced over time by the pupil, their family and a wide range of professionals. This plan carefully outlines the most important learning needs for the pupil in order for them to overcome barriers and achieve desired outcomes.

In order to ensure that we address all areas that have been identified as vital, we create individual learning plans which are based upon pupils' individual EHCP framework's clear longer-term outcomes and shorter term targets related to the following areas:

- Communication and Social Interaction
- Cognition and Learning

- Social, Emotional and Mental Health
- Sensory and Motor
- Independence

(From year 9 these titles are renamed under Preparing for Adulthood agenda definitions).

There are two general models of curriculum delivery at our school. Due to the often 'spikey profile' presentation that our pupils can present, there is flexibility and they can move flexibly at any stage:

The Formal Curriculum model approach is for pupils who are functioning cognitively at least at or above end of chronological year one expectations. The curriculum will be delivered in a mainly structured manner, with some thematic aspects of delivery, incorporating a modified National Curriculum.

The Semi-Formal Curriculum model approach is for pupils who are functioning cognitively at working towards end of chronological year one expectations. The curriculum will be delivered via creative topics and themes.

Where pupils are able to access a modified National Curriculum, teachers assess their progress in relation to subjects. As a school, we are at the beginning of a journey to embed a teaching for mastery approach for the teaching of maths and embracing a whole school culture of a love of reading with a greater depth of understanding/comprehension and we aim to use this approach across the National Curriculum so that:

- Carefully crafted lessons develop the small conceptual steps required for deep learning
- Carefully chosen resources and representations build on the Concrete, Pictorial Abstract approach
- Carefully varied questions and series of questions enable students to spot patterns and connections
- Teachers are assessing students by valuing the 'why' not just the 'how' and 'what'

Assessment approaches

At Helen Allison School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and, for some of our older pupils who are able to take examinations, nationally, standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Pupils with an autistic spectrum disorder may have low self-esteem and find it difficult to self-assess; whilst setting challenge and having high expectations, we remember to provide positive and constructive feedback upon which pupils can act to improve upon their work and progress. We often use photographic evidence where appropriate.

Also see Marking Guidelines

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching

- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Learning plans are devised by teachers in conjunction with pupils, subject specialist teachers and therapists on a half-termly basis and are reviewed by all these individuals at the end of each half term, giving a holistic overview of progress made toward targets, gaps in provision, intervention necessary and where further stretch is necessary.

The purpose of harvesting meaningful information during a qualitative review of learning by a team of professionals and the pupil is to create a holistic overview of the learning experiences for the pupil and enables us to work around the pupil; often professionals will be able to use the information about what is working well in certain areas and link strategies to support the pupil to overcome barriers.

Teacher workload

For the half-termly reviews of learning plans, unnecessary workload is avoided for any one individual teacher because a range of professionals as well as the pupil are inputting into working documents as time progresses over the course of a term.

4.3 Nationally standardised summative assessment

For some pupils, nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and post-16 qualifications in Key Stage 5. These qualifications sit within pupils' individual learning plans, forming just one aspect of a wider picture, based upon individual need. During their time in Key Stage 4 and Key Stage 5, the outcome of summative assessment will be reviewed to inform future potential destinations.

5. Collecting and using data

Following the half termly review of individual learning plans,

In addition to teacher, the pupil and therapists working with this information, we will be able to share this with other key stakeholders, such as Local Authorities, parents and other external professionals, where appropriate.

Audit/what will happen with this information? It will:

- Be reviewed and 'dip tested' regularly to identify areas of good practice, where there are gaps in provision and further strategies or support that can be put into place where necessary.
- Be shared with stakeholders as a transparent guide to the provision for the pupil and the progress that this provision is enabling the pupil to make. Also, to evidence strategies and intervention that we have put into place where pupils are facing difficulties.

Teacher workload

Unnecessary workload is avoided for any one individual teacher because a range of professionals as well as the pupil are inputting into working documents as time progresses over the course of a term.

6. Reporting to parents

We work closely with parents, communicating on a daily basis via Parent Mail, contact book, telephone or email, whichever is their preference.

Learning plans are shared at the beginning of term with parents and feedback and input is welcomed.

We have termly progress evenings (please refer to HAS Calendar), where review of learning plans/progress is shared and discussed and there are yearly reviews of EHCP meetings for each pupil where more detailed

assessment information is shared, such as therapy reports. Please refer to the Helen Allison School Calendar for key dates.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with other special educational needs or disabilities (all of our pupils have an autistic spectrum disorder).

Assessment will be used diagnostically to contribute to identify requirements for support and intervention. Intervention may be therapeutic or academic in nature.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

8. Training

There is a robust whole school training programme and teachers have timetabled, regular line management sessions with a senior leader.

There are regular opportunities for professionals to support one another in a transdisciplinary manner.

The school stay abreast of good practice by being active members of Gravesham Learning Partnership, within which we are participants in a collaborative **National Centre of Excellence in the Teaching of Mathematics' (NCTEM)** Mastery Hub and Great Reading for Outstanding Writing (GROW) project.

9. Roles and responsibilities

9.1 The National Autistic Society Education Team and School Governors are

responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of nonstatutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Principal

The Principal responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed yearly by the Deputy Principal. At every review, the policy will be shared with the Senior Leadership Team.

All teaching staff are expected to read and follow this policy. The Deputy Principal responsible for ensuring that the policy is followed.

At Helen Allison School, we do not grade/ judge individual lessons. The purpose of lesson observation at Helen Allison School is to stimulate professional reflection, dialogue and learning. We are interested only in typicality of school days and not judging an individual lesson. We aim to identify ways to improve usual teaching practice to ensure real impact. Instead of providing a judgement of individual lessons, we have developed an ethos that supports the development of our teachers, where they are encouraged to take responsibility for their own professional development with support and challenge provided. This will be via regular planned, unplanned and informal, supportive drop – in by senior leaders who will speak with pupils about their work and look at their work with them. The information gathered by senior leaders will be collated into a spreadsheet so that they can plan supportive actions which will be reviewed.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Marking guidelines
- Examination policies
- BTEC policies