# Assessment and Feedback Policy

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|---|---|
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**Assessment and Feedback Policy**

**Introduction**

**Assessment, recording and reporting of young people's progress are essential to ensure that they all make the best possible progress through studying an appropriately differentiated curriculum. Assessment, recording and reporting is central to informed curriculum planning for each young person and to ensuring that teaching and learning approaches build on young people's strengths and abilities and reduce any barriers to learning that they experience.**

This policy accepts that Underley Garden must actively seek to meet all statutory obligations with regard to assessment, recording and reporting. In addition, a variety of additional tools are used to ensure that the needs of individual young people are appropriately understood and planned for.

Available technologies are used for assessment, monitoring, recording and reporting. This ensures that procedures are efficient, robust, flexible and powerful and allow data to be more easily accessed, stored, utilised, compared and transferred.

Various curriculum documents should be read in conjunction with this policy, as assessment, recording and reporting is integral to many facets of school life.

As a school, we have a diverse number of young people and as outlined in our Curriculum Policy, we have created Pathways, which outline different curriculums that our young people follow dependent on their needs. Below we have outlined how we assess the different curriculums and the resources we use to complete this, as well as the process we undertake to ensure teachers are tracking pupil's progress as well as striving to ensure they are challenged at the correct rate for their individual learning journeys.

**Assessing the National Curriculum**

If our young people are following the Daisy or Sunflower pathway, they have some elements of the National Curriculum within their journey. We are tracking young people's progress using the National Curriculum Framework in England.  This will cover all subjects, and uses the 'Not met, Beginning, Emerging, Secure" terminology to demonstrate 'depth and breadth' of knowledge and understanding.

For each class and young person, we ensure their curriculum is achievable; at times this means removing/ adapting some targets of the National Curriculum. Doing this means all young people are able to access a curriculum that meets their needs.

The prior attainment, abilities and needs of our young people sometimes require us to bring together groups from different years and to find a best fit for their curriculum from across the pathways.

The Evidence for Learning Framework offers learners, parents, carers, school staff, Local Authorities and Governors a clear picture of the skills, knowledge and understanding that are essential for progress and development, which can be tailored to the individual needs.

At present, many of our learners do not make the required progress to move at the average rate, this means our steps of progress are smaller for the National Curriculum than the national average. To conquer this, we have ensured we have assessed every young person's individual needs in order to outline what their progress should look like throughout the year; we use a multidisciplinary team to support and evidence this and review it as they develop.

Sometimes our young people start to "flat line" on the national curriculum, even with specialist input; this is reviewed and we analyse the young person's progress as a multidisciplinary team to decide the next steps for the young people.

**Links to Curriculum Policy**

While independent school standards do not require National Curriculum coverage, our school is committed to covering the National Curriculum and its programmes of study wherever possible. This commitment must however be consistent with any Education Health Care Plan for any young person, which may well prioritise particular subjects or key areas of learning.

We face a number of challenges around the curriculum and ensuring that the young people are placed in the best class to meet their needs. These include;

1. Many of our young people have missed significant amounts of their education and may well have missed important curriculum elements.
2. Our young people often need to be grouped with reference to their needs, rather than on their chronological age.

For both these reasons, we may need to select elements of the curriculum from more than one year's plan, and to find a 'best fit' for each young person and for the group.


**Areas of responsibility**

Class teachers are responsible for:

- Assessing young people and referring to assessments completed by therapists and psychologists
- Using these assessment results to set and review appropriate learning targets for the young people in their class
- Maintaining the young people's assessment records
- Coordinating the compilation of the termly report when requested
- Providing the relevant data to inform the EHCP reviews.
- Leading termly Progress Meetings

Subject Leaders are responsible for:

- Monitoring and evaluating teaching, learning and assessment practices within their subject
- Attending where possible subject moderation meetings
- Monitoring and evaluating young people's progress and performance within the key stages
- Ensuring all young person's data is reviewed and supported.


The Deputy Head teacher and subject leads are responsible for Curriculum and Assessment aims to ensure that the Assessment, Monitoring, Recording and Reporting policy is comprehensive, coherent, integrated and adhered to throughout the school.

**Purpose**
- To establish a coherent approach to assessment across Underley Garden.
- To provide clear guidelines on the school's approach to assessment.
- To provide a system which is clear to young people, staff and stakeholders.

**Aims**
- To establish (baseline) young people's knowledge, skills and understanding upon intake, including strengths and areas of difficulty
- To inform teacher's planning and teaching approaches to ensure that the needs of individual young people are met
- To regularly monitor the knowledge, skills and understanding of individual young people
- To implement effective systems for recording assessment data
- To ensure the young people are being offered the correct pathway for their needs
- To appropriately report achievement and progress to young people, parents/ carers and local authority officers
- To evaluate performance against individual, cohort and whole school targets.

**How Assessment, Recording and Reporting works at Underley Garden**

Throughout a young person's journey at Underley Garden they will experience Formative, Summative and Diagnostic assessment *(see appendix 1 for further assessment styles information).* These ongoing assessments will be influenced by:

- Policy
- Individual need
- Joint working with Local Authorities and parents

**The common 'Formal' assessment tools used are (National Curriculum):**

| Assessment tool | Outcome |
|---|---|
| ✓ Evidence for Learning Teacher assessment | ✓ Subject National Curriculum<br>✓ Personalised Learning Targets |
| ✓ Suffolk Single word spelling Assessment | ✓ Spelling Age |
| ✓ Neale Reading Analysis | ✓ Reading & Comprehension Age |
| ✓ Weschler Abbreviated Scale of Intelligence (WASI) | ✓ Standardised psychometric test of intelligence: Verbal IQ/Performance IQ/ FullScale IQ |
| ✓ British Ability Scales II (BASII) | ✓ Standardised psychometric test of intelligence: Verbal IQ/Performance IQ/ FullScale IQ<br>✓ Word Reading age and percentile<br>Spelling Age and percentile |

**Assessment for Personalised Learning intentions:**

Quantitative assessment is collated using MAPP (Mapping and Assessing Personal Progress). MAPP is a suite of materials developed by The Dales School (a special school for children with severe and complex learning needs) to facilitate assessment and recording of progress in relation to personal learning intentions.

Progress toward learning intentions will be monitored and assessed using the Continuum of Skills development (CSD). This assesses for 4 aspects of skill development on a 10 point scale.

- Prompting- Increasing independence
- Fluency- Combining speed and accuracy
- Maintenance- becoming more consistent over time
- Generalisation- performing in different settings with different people

Assessment for personalised learning intentions should be ongoing and dynamic, and learning intentions should be monitored and tracked intensively. Evidence to support learning and judgements made on the CSD should be backed up with Evidence of Achievements, with a combination observations and photographic evidence, video evidence uploaded to SeeSaw (our on line platform for sharing information with parents), and continual recording and reporting using Evidence for Learning.

| Marking Codes for Work and Witnessed Evidence | |
|---|---|
| I – worked independently<br><br>PP – physically prompted by an adult<br><br>VP – verbally prompted by an adult<br><br>VS – a visual prompt used<br><br>G – gestured<br><br>M – modelled | 1 – not achieved/ no attempt<br><br>2 –emerging<br><br>3 – achieved<br><br>4 – mastered /confident<br><br>5 – generalized |

The CSD should be updated on a frequent basis to record accurate levels of progress. This can then be used to generate a progress judgement across the learning intention or curriculum area as a whole, and this information will be used in reports, to review progress and to develop and re-focus learning intentions.

Learning intentions and progress towards them will be considered during EHCP review meeting, and used to inform considering   outcomes and aspirations for the young person.

**Marking and Feedback**

Marking and Feedback are an essential part of the teaching and learning process. When used effectively marking and feedback can help young people become better learners by giving a clear picture of what they have done and what they need to develop, through the suggestion of individual strategies for improvement. It is important that there is a consistent approach across the school and the young people are given the opportunity to respond to the feedback given, where applicable.

Learners with personalised learning intentions will have consistent and frequent observation and feedback with specific focus on their EHCP outcomes. Broad and well- detailed feedback on skill development ensures appropriate target setting and flexibility in terms of moving away from a learning intention/ into a new one.

The marking codes relating to the personalised learning intentions utilises structured coding and numeral systems to allow qualitative and quantitative data collection.

| Sunflower and Daisy Pathways | Daisy and Bluebell Pathways |
|---|---|
| **Pink- Positive (What went well); evidence of the pupils' meeting their learning intention. These can be comments made about the work or underlined pieces where the young person has achieved it.**<br><br>**Green- Growth (Even better if); what can they do to improve their work next time? Pointers to making improvements or extra challenge within their work.**<br><br>**Purple- Pupil response; after you have given the pupils growth challenges or feedback, pupils should make corrections and respond to feedback using a purple pen. If a pupil is unable to write their own response, this could be scribed by an adult.**<br><br>**The following codes should also be evident on written work;**<br>I – worked independently<br>PP – physically prompted by an adult<br>VP – verbally prompted by an adult<br>VS – a visual prompt used<br>G – gestured<br>M – modelled | **All evidence should have the following comments on;**<br><br>What went well;<br><br>Even better if;<br><br>**Alongside the following codes;**<br><br>I – worked independently<br>PP – physically prompted by an adult<br>VP – verbally prompted by an adult<br>VS – a visual prompt used<br>G – gestured<br>M – modelled<br><br><br>1 – not achieved/ no attempt<br>2 –emerging<br>3 – achieved<br>4 – mastered /confident<br>5 – generalized |

**Monitoring and Evaluation**

There is a termly Assessment, Recording and Reporting cycle. Within this cycle the following monitoring and evaluation occurs –

- Lesson Observations.
- Levelled and marked work uploaded on to Evidence for Learning.
- End of term subject reports and assessment data checked by teachers and Deputy Head teacher.
- Assessment data included in annual review checked by teachers and Deputy Head teacher.
- Moderation carried out by Deputy Head Teacher and Assistant Head Teachers to ensure teachers are making accurate judgements.
- Collation of moderated work and feedback given to teachers in order to support.
- Data and Assessment collation made by Subject Leads in order to action any concerns and inform future assessment and planning.

**Monitoring and Evaluation Cycle**

| **Bluebell** | **Daisy** | **Sunflower** |
|---|---|---|
| Termly Planning | Termly Planning | Termly Planning |
| Internal Verification | Internal Verification | Internal Verification |
| Assessment in line with personalised learning intentions | Assessment in line with Evidence for Learning | Assessment in line with Evidence for Learning |
| | Assessment in line with personalised learning intentions | |
| Internal Verification | Internal Verification | Internal Verification |
| | External Verification where appropriate | External Verification |

| KS1,2 & 3 | KS4 | Post 16 |
|---|---|---|
| Termly Planning | Termly Planning | Planning – Share and Standardise |
| Internal Verification | Internal Verification | Internal Verification |
| Content Delivery | Content Delivery | Content Delivery |
| Assessment in line with national curriculum targets or if appropriate personalised learning intentions. | Assessment in line with national curriculum targets if appropriate personalised learning intentions | Assessment in line with Open Awards Criteria or if appropriate personalised learning intentions |

| | | |
|---|---|---|
| Standardise<br>Using PL & NC descriptors | Standardise<br>Using AQA/Edexcel/WJEC Entry/GCSE criteria | Standardise<br>Using Open Awards Criteria |
| Internal Verification | | Internal Verification |
| | External Verification | External Verification of whole process |

\* Personalised Learning Assessment (Continuum of skill development) - see Appendix Three

Monitoring and evaluation in terms of external verification of assessment activities also occurs through the accreditation systems set out by Awarding bodies including Open Awards, ABC Awards,WJEC, AQA.

*(See appendix 3 for specific Assessment, Recoding & Reporting cycle with responsibility identified).*

Appendices

Appendix 1: Introduction to Assessment

Appendix 2: The Assessment, Recording & Reporting Cycle

Appendix 3: Personalised Learning Assessment (Continuum of skill development)

Appendix 1:
**Introduction to assessment**

There are two parts to assessment:
   • *Assessment Of Learning* which is used to make judgments about attainment, it finds out what the young people know.
   • *Assessment For Learning* finds out what the young people know/rate of progress and uses this to inform planning of their 'next steps'.

Styles of Assessment:
   • A *formal assessment* is based on the results of standardised tests or other exams/tests that are administered often under regulated or controlled test-taking conditions. In the process of a formal assessment, data is collected on young people performance on the test or tests to determine the level of academic achievement or various other characteristics under analysis.
   • An *informal assessment* is a method of measuring an individual's performance by casually watching their behavior or using other informal techniques i.e. questioning during starter and plenary activities. Informal assessments are different from formal assessments such as standardised tests or graded formal presentations because the graded individual is less aware of the assessment in progress.

Types of assessment
   • *Summative* is Assessment Of Learning, and tends to use f*ormal* assessment methods. It is used mainly to measure performance and clearly identifies a standard of young people attainment. It is carried out at the end of a period of learning.
Examples
   • External Examinations
   • Internal School/College Examinations
   • End of Topic/Unit Tests or tasks
   • End of Term Teacher assessments

   • *Formative* is Assessment For Learning and is ongoing, providing evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.
Examples
   • Class work
   • Home work
   • Questioning
   • Oral Discussion
   • Presentation
   • Short Recall Test
   • Practical Project
   • Research

   • DIAGNOSTIC is both Assessment For Learning & Assessment of Learning and is a *Formal* assessment method. These can be one off tests or can be used as a Summative form of assessment. They identify areas of need for specific intervention.
Examples
   • Spelling accuracy test
   • Reading & Comprehension tests
   • Specific therapeutic assessments administered by Educational Psychologist, SALT, OT etc

   • SELF ASSESSMENT is Assessment For Learning. It encourages young peoples to take responsibility for their own learning by: Evaluating their own achievement against shared learning outcomes;

Identifying their own strengths and areas for improvement; Encouraging individual learning goals and action plans for future progression; Fostering a self-reflective learning culture; Encouraging independence in learning

Examples

- Lesson Plenary sessions
- Progress File
- Progress Meetings

This policy will be reviewed annually

Appendix 2:
**UG Assessment, Recording & Reporting cycle**

**Overview**

| Sunflower | Daisy | Bluebell |
|---|---|---|
| **Upon entry – within first 8 weeks**<br>• Reading accuracy & comprehension testing<br>• Spelling accuracy testing<br>• Diagnostic Psychometric & Standardised Literacy & Numeracy assessment<br>• Speech & Language assessment & advice<br>• Occupational Therapy assessment & advice<br>• Base lining of Knowledge against National Curriculum using Evidence for Learning<br>• Setting of National Curriculum for End of Term & Key Stage<br>• Setting of Learning intentions<br>• Initial Placement Review Meeting | | **Upon entry – within first 8 weeks**<br>• Initial assessment checklist completed by teacher<br>• Occupational therapy assessment and advice<br>• Initial target setting with multi-disciplinary team<br>• Baseline assessments against learning intentions using the CSD assessment tool<br>• Initial placement review meeting<br>• Setting of learning intentions |
| **Daily**<br>• Reviewing of progress in lessons against personalised session objectives through questioning and observing<br>• Marking, photographing & videoing of work/outcomes<br>• Oral feedback to students | | **Daily**<br>• Marking and feedback observations using the marking code<br>• Photographing, videoing and observing interactions and work around outcomes<br>• Weekly progress meeting covering information around learning intentions and challenges |
| **Termly**<br>• Reviewing & resetting of Joint Targets<br>• Accreditation through Open Awards Diploma, | | **Termly**<br>• Reviewing & resetting of learning intentions |

| | |
|---|---|
| Award & Certificate units at Entry Level 1, 2 & 3 and Levels 1 and 2<br>• Progress Meetings during which general progress is reviewed<br>• Maintaining & updating Student Progress Files<br>• Update marking on Evidence for Learning as the pupils achieve targets<br>• Update evidence on Evidence for Learning for met targets | • Progress Meetings during which general progress is reviewed<br>• CSD assessment tool updated<br>• Target setting meeting to review and re-set learning intentions |
| **End of each term**<br>• National Curriculum progress using Evidence for Learning<br>• Target setting & recording of NC Levels<br>• Term Report to young people, parents & Referring Authority<br>• Data and Assessment coordinator reports and reflects on progress made by all pupils | **End of each term**<br>• Progress judgement made utilising information from ongoing assessment<br>• Summary of progress completed and linked with CSD assessment tool<br>• Peer moderation considering judgements made<br>• Personalised curriculum lead reports and reflects on progress made by all pupils |
| **Twice Annually**<br>• Reading accuracy & comprehension testing<br>• Spelling accuracy testing<br>• Personalised learning intention reviews of targets | **Twice Annually** |
| **Annually**<br>• Statutory Annual Review Meetings<br>• Accreditation through GSCE's, Entry Level and Functional Skills Qualifications & Open Awards Certificates and Diplomas<br>• Analysis of Accreditation results against Key Stage targets | **Annually**<br>• Statutory Annual Review Meetings |

Appendix 3:
**Personalised Learning Assessment (Continuum of Skill Development)**

Personalised learning intentions is different to most commonly used approaches to planning and assessment and utlises an assessment tool development by The Dales School known as the Continuum of Skill Development (CSD).

At the broadest level Personalised learning intentions is made up of the five main areas of the EHCP and encourages and assesses progress at its smallest stages. Learning intentions are based around EHCP long term outcomes, and are developed by discussion and planning from a wide multi-displinary team surrounding the young person. The long term outcomes are fragmented to develop short term learning intentions that are set out using a SCRUFFY, as opposed to SMART target setting framework. A scaffolding approach is used for developing a curriculum to meet needs that center around communication and interaction, cognition and learning, social emotional and mental health, sensory and physical and preparing for adulthood.

The Continuum of Skill Development (CSD) is used to assess progress against learning intentions. The CSD facilitates the recording of lateral progression and allows qualitative data to be represented both graphically and numerically. The CSD is composed of a set of descriptors and a numerical rating scale. Measurable data can be produced and represented graphically. This gives a clear and detailed view of progress and this is used in setting new learning intentions or adjusting existing ones.

The CSD assesses the development of four aspects of a skill on a four-point scale. The four aspects are: prompting, fluency, maintenance and generalisation:
- Prompting is about increasing independence.
- Fluency is about combining speed and accuracy.
- Maintenance is about becoming more consistent over time.
- Generalisation is about performing in different settings with different people.

Personalised learning intentions is a person-centred, needs-led approach rather than a subject-based content-driven approach. The overall design addresses some key issues relating to appropriate learning approaches for young people with severe and profound learning difficulties:

- It recognises and tracks lateral progression - the development of the *same* skill or set of skills over time rather than the acquisition of new skills. It shows progress as young people work towards the acquisition of a skill, gradually gaining competence, rather than simply checking off when a skill has been achieved.

- It recognises and tracks learning of skills that are not susceptible to task analysis (e.g. sharing attention to task, showing consideration for others, the refinement of motor skills such as hitting a switch or forming a Makaton sign). All of these things can be developed through the use of resources, experiences and responsive teaching strategies but not through the chunking and chaining of a target.

- It acknowledges the differing strengths and needs of individuals and recognises the fact that some may need to spend far more time than others in a given area of learning and that for some individuals certain skills may remain always inaccessible and therefore need to be bypassed or replaced.

- A learning intention is defined not by referring to the next unchecked item on a list but because it relates to an important, relevant and realistic skill for that individual learner at that time.

- It enables teachers to focus on those things that will have an impact on young people's lives. Personalisation involves stripping away the less important areas of learning and focusing on the more important ones. This is critical to making the best of what is limited time in school.

There is more information on The Dales School website: www.thedalesschool.org