



## The Federation of Cherry Oak School, Victoria School and Victoria College

### Assessment, Target Setting and Reporting Policy

*This policy only applies to Cherry Oak School and Victoria School*

#### The Principles and Aims of Assessment for all

The primary function of effective assessment is to promote learning and progress for all our pupils and students.

- To use the principles and processes of assessment to monitor progress and support learning.
- To guide future planning, teaching and curriculum development.
- To ensure that positive achievements may be recognised and next steps accurately planned for, enabling teachers to differentiate work that accurately reflects the needs of every pupil.
- To inform the parents and carers in a meaningful way of pupil achievements and progress.
- To inform the governing body of the school's achievements.
- To have evidence to support our assessment judgements.
- To ensure that assessment is closely linked to our feedback and marking policy
- To celebrate achievements and identify next steps for all of our pupils in line with their level of understanding.

#### The Role of the Data and Assessment Manager, (Senior Leadership Team and Governors)

- To track and analyse data throughout the school, year on year, from starting points and at end of Key Stage.
- To ensure that no one group of pupils is disadvantaged in terms of the progress they make.
- To submit statutory data to the local authority and Government.
- To report to Senior Leadership Team, Governors, OFSTED and external reviewers, e.g. BEP.
- To give clear guidelines as to the expectations of teachers.
- To work alongside teachers to ensure challenging targets are set for all of our pupils.
- To review progress of all pupils on a termly basis
- To regularly review targets and identify pupils who may not be making expected progress towards their in year targets and end of Key Stage targets (as set against school flight paths).
- To ensure that achievable, realistic and measurable shared goals are set and shared with parents to work together to support the pupils in overcoming their barriers to learning.
- To ensure that all class teachers (supported by the class team) set and regularly review the pupils' shared goals.
- To highlight, through data analysis the need for interventions.
- To analyse and report on the success of the school's interventions.
- To develop alternative assessment pathways where pupils have marked degeneration in their conditions. (Victoria School)

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12/2/18*

## How Assessment Outcomes are collected, recorded and used

### **SOLAR**

We decided, across the Federation the need for a more flexible but also evidence based assessment, one which we could adapt to meet the needs of all of our youngsters and one which we can develop and will grow. There was a need for a system that can be adapted in the future in line with new guidelines and National requirements. Since 2015, the assessment system SOLAR has provided us with just this.

It enabled us to write our own shared assessment criteria for Early Years and P Scales, in line with National Assessments, but also to add curriculums specific to each setting. At Cherry Oak the COPE system and swimming P Scales and at Victoria, the MSI curriculum, Victoria Milestones Bridging Level, and Victoria Swimming Curriculum.

### **Baselining**

All pupils new to school will be assessed and baselined within the first 6 weeks of starting school, (by October half term for September starters). This is the case for all pupils at whatever year group they are joining.

- All Early Years pupils are assessed against the Victoria/Cherry Oak Early Years Outcomes on SOLAR.
- All pupils at the end of their Reception year, are baselined onto P Scales ready for the start of Year 1.
- At Cherry Oak all pupils from Year 1-6 are baselined onto P Scales, Bridging levels (DAPA) or National Curriculum
- At Victoria all pupils from Year 1-9 are baselined onto P Scales, Bridging levels (DAPA) or National Curriculum
- Year 10 pupils at Victoria are baselined onto Milestones or Entry Level (English and Maths)

### **Assessment Updates, expectation of teachers**

Each September the Senior Leadership Team produce an annual Planning and Assessment timeline to ensure all teachers are aware of the expectation in terms of deadlines.

#### **SOLAR updates**

- Teachers should update SOLAR including adding evidence for all strands of English, Maths and for Science by the end of the Autumn and Spring terms and by the given date in June (in line with National Data Submissions).
- Teachers should update the foundation subjects termly by starring achievement
- In the Foundation subjects teachers are only expected to produce at least one piece of evidence (which could include a photo) a year.
- At Victoria where pupils have a marked degeneration in their skills due to their conditions, or short term medical complications alternative assessment tools may be used in consultation with the class teacher. SOLAR gives us the flexibility to be able to do this within the familiar software (e.g. Routes For Learning). Decisions about alternative assessments are reviewed termly.

### **Target Setting and reviews**

Our rigorous assessment and target setting processes ensure that we set challenging goals for all pupils given their starting points, whatever their SEND.

Once all pupils have been appropriately baselined, teachers then target set, with the support of the data manager (by November).

- All pupils in Years 1-6 (1-14 at Victoria) are set end of Key Stage Targets based on their own school flight paths in all English and Maths strands.

- At Victoria pupils in Years 10 to 14 are set an end of Key Stage 5 target in all stands of English and Maths by strand.
- All pupils in Years 1-6, (1-14 at Victoria) are set challenging in year % targets in all stands of English and Maths, towards their end of Key Stage target.
- All pupils in 1-9, at Victoria are set end of Key Stage Targets based on the Victoria Flight Paths in Science, and challenging in year % targets in Science.
- All pupils are set Shared Goals by the class teacher. These are targets specific to each individual to address their barriers to learning. These are set on SOLAR and agreed at the November parents evening with parents and carers and reviewed at the next parents evening.

Targets are reviewed termly by the data manager and teachers at progress meetings.

Where pupils have made exceptional progress and exceeded their in year or end of Key Stage target, these will be adjusted accordingly and pupils set as a more suitably challenging target to reflect this.

Where pupils have not made expected progress towards their targets this will be flagged as a concern by the data manager and intervention processes put into place as necessary.

It should be noted that often the few students who are not on track to meet their in year or school Flight Path target have significant complex medical or health needs, behavioural or attendance issues. At our target setting and subsequent review meetings we ensure that the data manager is aware of any factors that may affect the progress of any individual pupil. This information will then be taken into consideration when looking at pupils' progress and achievement.

Shared Goals are also reviewed termly and also changed by teachers as and when they have been achieved.

### Interventions

Where pupils are not making expected progress we have many intervention options available to them. We strive to develop bespoke intervention strategies to suit individuals.

All intervention teachers and TAs work alongside the data manager and the PPG lead, to ensure individual intervention goals are set for the pupils they work with. These goals are shared with class teachers and are regularly reviewed and updated as and when they are achieved.

SOLAR allows us to analyse intervention goals separately.

### Moderation

#### **Internal, Inter-school and Cluster**

Moderation meetings are held regularly within school, across the Federation and for English and Maths across the city with other special schools. This moderation gives us validation for our judgements as a school. During in school and cross Federation moderation meeting, teachers moderate work samples, learning journey folders and workbooks, alongside assessment evidence on SOLAR for selected pupils, under different strands of English and Maths.

We work school outside of the Federation to validate our assessment judgement for pupils working at similar levels.

### Teacher Training and Support

Through continued staff training and support from the Data and Assessment Manager and SLT, we seek to ensure that all of our staff are skilled and confident at assessing pupils' learning and that our assessment is accurate, consistent and evidenced based.

- The data manager provided extensive one-to-one training on the introduction of our new assessment system for all teachers and HLTAs with assessment responsibilities. This support is ongoing for all teachers and HLTAs.
- We ensure that teachers and HLTAs are given regular assessment updates and professional development opportunities, delivered in directed time meetings or training days.
- Staff are given time to complete their assessments as part of their directed time.

- Class teams work together to gain evidence for the assessments with training being delivered to all staff to ensure the whole team is aware of how to identify learning.
- We see outstanding assessment as a key to sustained improvements to teaching and learning and pupil progress.

### Types of Assessment

#### **In school formative**

Formative assessment (assessment for learning) takes place throughout the school day, both within and outside of formal lessons e.g.

- Observations
- Checking learning at key points within the lesson
- Checking that learning has been retained
- Staff feedback
- Evidence from work/ Learning journey evidence
- Pupils feedback
- Ongoing tests at the beginning/ end of a piece of learning to inform next steps
- Generalisation and transfer of skills

It begins with diagnostic assessment in order to baseline which will indicate what is already known and what gaps may exist in skills or knowledge. This can then inform planning for future learning. Retention is a key factor for many of our pupils due their processing difficulties as is the generalisation and transfer of skills to new situations. Ongoing, accurate formative assessment is therefore essential for our teachers and teaching assistants engaged in supporting learning.

Formative assessment links closely to the implementation of our feedback and marking policies.

#### **In school summative**

Summative assessment (assessment of learning) sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards.

- Standardised tests are used where appropriate e.g.
  - SENT-R (Sandwell Early Numeracy Test)
  - SPARRK (Reading readiness)
  - SATS testing
  - Phonic testing
- Reading records and scores
- Teacher assessment recorded on SOLAR and within learning journey and evidence folders

#### **National summative (benchmarking)**

- Annual data submission to the Local Authority
  - Early Years Foundation Stage Profile
  - Year 1 and 2 phonics testing
  - Key Stage 1 and 2 Teacher Assessment
  - SATs (as appropriate to individual pupils)
  - Key Stage 4 exam results (Victoria)
- Accreditation at Key Stages 3, 4 and 5 (Victoria)

### Reporting

#### **How else our data and assessment is shared**

- We report termly to the Data Governor.
- We produce an annual summary report which we present to Governors and publish on our websites.
- We report progress to parents throughout the year in a number of different ways
  - Through the home school daily diaries/ phone calls
  - Through progress meeting, e.g. Parent's Evenings

*Chris  
12/12/18*

- Through annual review of the pupils' EHCPs
- Through their annual end of year report
- Through achievement certificates

#### **How the Policy will be implemented**

- It is the responsibility of the data manager, key stage managers and senior leadership team to ensure that teachers have access to the information they need and the appropriate level of skills to be able to implement the policy most efficiently and effectively to meet the deadlines set out in the assessment school's timeline.

#### **Working with similar schools and outside agencies to share best practice in assessment, record keeping, reporting and data analysis**

##### **Across the Federation**

- The data managers work closely together sharing expertise and consistency if appropriate to the individual settings. We ensure that there is a common format in reporting to governors. We have regular shared and individual meetings with our data governor, as well as delivering to the whole governing body together.
- The Early Years team meet termly to share good practice across the Federation
- We cross moderate regularly

##### **Locally and Nationally**

- We attend the SEN Data and Assessment Consortium group, which includes many special schools in Birmingham and the West Midlands.
- Networking with other data managers at similar schools.
- We cross moderate with other special school in the West Midlands for Maths and English
- We attend Early Years, English and Maths Special school hubs across the West Midlands
- We work closely with the SOLAR team on current developments in other schools across the country and Nationally including latest Government guidelines for assessment.

#### **Assessment without levels**

We currently await clarity of the impact of the final Rochford Review which will address how best to assess the attainment and progress of pupils working significantly below national standards.

We are confident that our current systems are flexible enough to support any new assessment initiatives that will follow the final trialling of the Rochford review.

The ethos of our assessment systems is ensuring that we enable all of our pupils to meet their full potential irrespective of their SEND. We believe that this ethos makes our system transferable to any nationally imposed changes.

Signed: *Clare Mills*

Committee: *Teaching & Learning*

Reviewed: *12/2/18*

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