



PensMeadowSchool

Living, Growing, Learning

EYFS – KS 4 Assessment Policy

MAY 2021

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Early Years Foundation Stage (EYFS) KS1 – KS4

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Introduction

Pens Meadow School caters for a wide range of pupils in terms of age, ability and learning style, and the assessments or measurements of progress used, reflect this diversity. Assessment is a powerful tool in understanding pupils learning and thereby being able to focus and monitor the teaching style they need more effectively. Hence, assessment informs and enables learning.

Assessment is a continuous process and, although an important responsibility of the teacher, is carried out by all informed professionals, e.g. teaching assistants and speech and language therapists.

Most day-to-day assessments are based on frequent and informal tasks and questions, which prompt pupils to demonstrate their knowledge, understanding and skills. What they then say or do is observed and interpreted and judgements are made about how learning can be improved. Other assessments are also used such as EYFS Development Matters (Bristol adopted steps), Dudley Agreed Progression and Assessment (DAPA) and Engagement Model.

The purpose of assessment

Assessment is used to monitor pupils' progress as well as being an integral part of teaching and learning, informing planning and target setting. It is not an end in itself, but used to help teachers to focus on the selection of short-term appropriate learning questions and perhaps more importantly, to take into account the long-term development and progress of each pupil.

Assessment informs all levels of planning for individuals and groups. Teachers should ensure that assessments carried out for annual progress reports inform individual educational programmes and that these in turn directly influence programmes carried out in the classroom.

Assessment for Learning

Assessment for learning is the process of seeking and interpreting evidence to decide where the pupils are in their learning, where they need to go and how best to get there, taking into account previous rate of progress. It gives a detailed picture of the pupil, identifies strengths as well as

difficulties and ensures the appropriateness of programmes, resources and learning opportunities. Assessment for learning assists each pupil on their journey.

Assessment also gives a picture of how well the school is doing and gives direction in setting challenging targets for improvement. Assessments should be useful, add to teachers' knowledge, and be of direct benefit to the learning process.

At Pens Meadow School S level assessments are shared with parents and carers at annual reviews of Education, Health, Care Plans (EHCPs).

In addition to the statutory requirements, the following teacher assessments will also be carried out in school. (Other professionals may conduct their own assessments which contribute to those carried out by the teacher).

This includes:

- Assessment of pupil's development within the EYFS. This is supported by an adapted version of the Bristol Small Steps publication in the Prime areas of the curriculum
- Assessment of English including Speaking and Listening and Maths, against the S scales using the DAPA. This is undertaken termly, with pupil progress meetings every half term
- On-going assessment of IEP targets which address barriers to learning (to be fully reviewed every term at half term).
- Use of Engagement Model to inform small steps for pupils who are working below the focused subjects level.
- On-going assessment of communication and language skills, (this is undertaken in partnership with the speech and language therapist where appropriate).

What is assessed?

- Knowledge and understanding – including: Factual information, concepts, names, labels and ideas
- Communication – including: eye-contact; speech, language, facial expression; sign and augmented communication.
- Skills - including mental and physical dexterity, physical responses, techniques, specific competence in particular fields, interpersonal skills, the ability to link knowledge, understanding and skills
- Characteristics of Effective Learning – including independence, engagement, participation, motivation

Assessment techniques

Many options for assessment are available and can be used in combination. Teachers' professional opinion supported by evidence is as important as any formal assessment, and is ongoing throughout the year and used to inform planning and teaching.

Techniques used at Pens Meadow School to assess learning including:

- Observations
- Scrutiny of work

- Marking of pupil's work
- Formative Assessments
- Questioning
- Practical activities
- Written activities
- Discussion with, and reports from parents and other professionals involved
- Pupil comments / feedback
- Educational Psychologists' reports
- Video evidence

Pupils' involvement in assessment

Pupils should be involved in the assessment of their own work and progress as much as possible. Teachers state clearly what they want pupils to learn and why, the activity is given purpose and direction. Lessons should start with the key learning question for the lesson. Thus pupils and staff supporting the pupils should be told not only what they are to do but also why they are doing it and what they will learn from the activity. At the end of each teaching activity, pupils should be given a chance to talk about what they have been doing. For some pupils it will be more appropriate for the adults supporting them to give feedback. This also provides an opportunity to assess whether or not IEP targets have been achieved. When lessons conclude in this manner, they provide opportunities for regular, ongoing self-assessment, teacher assessment and target setting.

Next Steps for Learning

When acquiring new subject based knowledge or working towards an individual target, pupils often need this process broken down into smaller steps. Achievement towards each next step helps to build evidence of a pupils understanding and skill level, often over a period of time. Next steps may also address barriers to characteristics of effective learning such as focus and concentration or extend knowledge by applying mastered skills in different situations or contexts. Next steps may be short term or focused on over a more prolonged time span. Such next steps are recorded and highlighted in pink (Pink for Think).

Moderation

Moderation of pupils work provides an opportunity for professional dialogue to support staff in making judgements against progress towards focused targets. Moderation is important to ensure judgements are accurate and consistent.

What?

Effective moderation at Pens Meadow takes place at four levels –

- In class teams and teaching groups within school
- Across the whole school including all support staff
- Between clusters of schools and/or across the LA
- External Moderation including LA advisors/OCR moderators

When?

Moderation exercises are included in the whole school assessment cycle. Teachers are encouraged to confirm judgements in class teams on a regular basis.

Who?

Moderation at Pens Meadow is overseen by the Deputy Head teacher. All staff are expected to participate in internal moderation. Lead staff are required to attend external moderation.

Why?

Moderation exercises are carried out with the following aims –

- To ensure the leadership team have regular opportunities to review standards across school
- To monitor standard of evidence being collected by staff
- To moderate whole school curriculum delivery and content
- To identify progression at pupil/strand/subject level
- To triangulate class room practice, evidence gathered and pupil data

What difference does it make?

Moderation at Pens Meadow has had the following impact –

- Increased curriculum coverage and improved lesson content
- Quality of evidence improved by identifying good practice and areas for development (WAGOLL)
- Increased consistency of expectation following formalised marking and annotation guidelines
- Improved staff confidence in recognising and evidencing achievement
- Increased professional discussion around systems and processes

Monitoring & Evaluation

The effectiveness and usefulness of the assessment policy will be monitored and evaluated by the Senior Leadership Team.

Appendix 1 – Progress Measures

At Pens Meadow School pupil progress and attainment is measured in a number of ways.

Attainment

Pupil attainment is based on the data included in the Progression Guidance (2009) material. There has been ongoing work to ascertain what constitutes good and outstanding attainment for pupils using DAPA. The team carefully analysed the data of pupils transferring onto DAPA from their 'old' curriculum levels and found patterns existed. Using a systematic approach the DAPA team formulated this adapted 'best fit' progression guidance to enable schools to identify challenging expectation. DAPA team members meet regularly to discuss and improve this, by analysing pupil attainment over time for pupils of all abilities. At Pens Meadow we have continued to use the terminology upper quartile (UQ), Median Quartile (MQ), Lower Quartile (LQ).

Progression from Key Stage Starting Point

Pupil progress measures are based on the national comparison data included in the Progression Guidance (2009) material. At Pens Meadow there are the following key stage expectations (where 1 level equates to the 10 statements included in a DAPA level).

EYFS – KS1 2 levels

KS1 – KS2 2 levels

KS2 – KS3 2 levels

KS3 – KS4 1 level (KS2 – KS4 3 levels)

Ipsative Targets

At Pens Meadow School we recognise that there are a number of factors that can impact on individual pupil's attainment and progression. These can include health, behaviour and emotional wellbeing. During the initial progress meeting, the Deputy Head teacher agrees individual stranded targets with the class teacher. These are defined as a pupils personal best, based on previous knowledge. These are targets that are both realistic but offer individual challenge and take into consideration attainment and progress measures.

Engagement Model

This assessment is explained in an additional document within school's procedures.

Other Factors

For some of our pupils the transition between generic s levels and subject stranded can have an impact on progress and attainment due to the increase in number of targets e.g. 4 generic targets to a possible 28 on average.

Likewise we often find that pupils' linear progress between KS3 and KS4 begins to slow. At this point the curriculum focuses on pupils' working towards applying the skills they have in a functional and meaningful way.

What does good progress look like at Pens Meadow School?

The following measures are used to define good progress –

Pupils attain at least a median quartile judgment

Pupils achieve expected individual ipsative targets in English and Maths

What does outstanding progress look like at Pens Meadow School?

The following measures are used to define outstanding progress –

Pupils attain a upper quartile or above judgment

Pupils make expected or greater than expected level progress based on starting point

Pupils achieve or exceed expected individual ipsative targets in English and Maths

*Pupils must meet all of the measures outlined within each progress category

Intervention

Where pupils are not making expected progress towards agreed targets, individual interventions are identified. These maybe academic through stranded development. They may also address barriers to learning such behaviour, sensory integration or access.

It is important to remember that pupils set to make outstanding progress may require intervention to achieve these targets, where they are already working at or have achieved good expectations.