Hope School and College.
Assessment Policy.

Policy reviewed annually by the Headteacher and Governors

"Achievement, Equality and Independence"

Hope School and College Assessment Policy

At Hope School and College our school ethos is based around – achievement, equality and independence. We use 'assessment' and celebrate progress in the broadest sense to plan a holistic curriculum to ensure that there are learning opportunities for each and every one of our pupils. We have different learning pathways at Hope School and College that cater for a diverse cohort and take into account different learning and assessment strategies. We also plan and deliver curriculums and assess pupils across Early Years and Key Stages 1-5. We use a variety of assessment packages throughout school to accurately measure progress of different: ages, stages, cohorts and diversity of need.

We work with a dynamic approach and so will carefully combine longer term Education Health and Care Plan outcomes with short term targets embedded into curriculum goals to achieve the maximum outcome for our pupils. We also use assessments from other agencies such as: Speech & Language Therapists, Occupational Therapists and Physiotherapists to inform our daily practices in the classroom.

Throughout the key stages, departments and classrooms we have teams of dedicated staff working closely with pupils including:- teachers, HLTAs, and Support Staff. We have designed systems that ensure consistency throughout the school in communicating the individual needs of pupils with all staff.

Starting School

Before a pupil starts school, teachers will carry out home visits or visit the child in their educational setting to meet and get to know child or young person. This is a very important part of transition into our school – it is during such visits staff can gather and collect information about children, their families and anything else we need to know. This is all part of the assessment of need to plan for classroom provision and any other area of need. On entry to Early Years - parents and carers are supported by staff in completing an 'all about me' document for their child – this really helps staff in school to make the environment and classroom ready for the new children. Throughout school - new pupils will visit school and 'all about me' information will be gathered in order to assist transition.

Education, Health and Care Plans

Each pupil in school has a Education Health and Care Plan folder. This area holds information such as: EHCPs, annual review reports (AR1) and minutes from annual review meetings (AR4), medical letters and medical advice, assessment or recommendations. EHCPs are an important document as these hold the longer-term targets that we base learning on in school and college. (see separate policy)

Annual Reviews – Reports and Meetings

Formal reports are written annually for pupils throughout school. In the annual review document teachers report on- curriculum progress, and progress linked to EHCP outcomes. Annual review report meetings also give the opportunity for staff in school to meet with e.g. parents / carers and other agencies to review progress across many areas and set new targets. These reports and meetings play a pivotal role in ensuring professionals, families and young people have opportunity to come together and celebrate successes, share information and set new goals. Pupils also submit their own feedback evaluations of school and achievements via a range of different formats – questionnaires, photos and videos.

Individual Development Plans

Every pupil in school has an Individual Development plan that is updated termly or as appropriate. IDPs plan for small steps of progress contributing towards achieving long term goals set in EHCPs. All Individual Development plans are personal to each individual and contain targets linked to – communication, physical, personal and social, curriculum and other targets taken form e.g. PEP reports or observations in the classroom/ Boxall Profile targets as appropriate.

We use a combination of assessment package goals or targets designed by the teacher that are imperative to that individual making progress. These plans include strategies that could be used to embed and teach certain targets. IDPs are slightly different in each department but all contain the required information in order to set, work-on and monitor targets. We share IDPs with pupils as appropriate, their families and other staff in school. These are monitored termly/half termly by heads of departments. Pupils contribute towards targets as appropriate throughout school.

Assessment Packages/ Formal Assessment

In school we use bSquared assessment packages that reflect curriculum pathways and ages and stages of development as follows-

Department	Assessment Package
Early Years	Early Steps
Key stage 1	Early Steps
Key stage 2	Engagement Steps / Progression Steps
Key Stage 3	Engagement Steps / Progression Steps
Key Stage 4	Engagement Steps / Steps4Life / Progression Steps
Key Stage 5	Engagement Steps / Steps4Life
Complex Learning Classes	Engagement Steps

As pupils move through classes and departments, we enable them if needed to transfer from e.g. one curriculum pathway to another and thus one assessment package to another to track and evidence their progress appropriately and promote progression in a dynamic way.

We have key dates in the academic year to gather and measure data –baseline data is collated in September in main school and October for Early Years. Pupil progress data is submitted in December and May. Pupil progress data allows us to measure progress across the curriculum for individuals, groups and classes. Wider school data is also collated to provide information in relation to: different cohorts, across a Key Stage and subject area progress.

Promoting Wider Progress

We also take targets from other sources to best promote pupil progression – these include as appropriate -Personal Education Plan targets and Boxall Profile targets for social, emotional and behavioural development in individuals who use this framework and assessment program.

Personal Education Plans will collect and report data on – attendance, school assessment data and each Local Education Authority uses 'Strengths and Difficulties Questionnaire' assessment this is an emotional and behavioural screening questionnaire for children and young people. The tool can capture the perspective of children and young people, their parents and teachers.

We have a Designated PEP teacher in school who attends the meetings and meets with children, young people and their families to plan and coordinate targets set in the meetings.

Boxall Profile assessments are initially carried out in Early Years and reviewed twice annually – midyear and end of year. However, strategies may change to support progression towards meeting a specific target. The Boxall Profile is a structured framework that can support children who need specific strategies in emotional and behavioural development.

Ongoing Practice - Informal Assessment

In classrooms daily informal assessment is embedded into lessons and activities. Staff share with pupils in class – what we are going to learn today or learning intentions. Staff will model activities if needed and staff will support pupils at different levels throughout the session in achieving curriculum objectives or personal targets linked to EHCP outcomes. During lesson feedback staff will mark and comment on pupils' work where appropriate and pupils will be encouraged to self-evaluate and provide feedback on achievement at their own age and stage of learning.

Pupil self-evaluation will vary in different classes and key stages and could be:

- Clapping / smiling
- Choosing a reward
- Getting their own star for a chart
- Thumbs up- down
- Smiley face charts
- Red/amber/green charts
- Some pupils may mark their own work
- Personal reward charts
- Giving verbal feedback about their work

Transition

Formal data is shared at every transition point in school – moving classes, department and key stage. As professionals we also share informal data and other known information about pupils in order to aid transition and ensure staff have all the information and background knowledge needed in order to fully support pupils in continuing to make progress in the next stage of their school life. We network information on a secure server in school to enable all records to be kept efficiently and safely. Formal transition documents include – EHCPs, most recent annual reviews and AR4 documents, behaviour documentation, pupil profiles and most recent IDP.

We have transition activities that occur during the summer term. Each transition activity may vary class by class and department by department – some may be full class change days and others may involve staff visiting children in current class bases or class teachers meeting each other to handover important information. We plan the running of transition activities around the best interests of the pupils and understand that some pupils struggle with dramatic change and so adapt to suit this in planning transition arrangements. All of the information gathered during such transition activities enable staff to plan for the next year working with different groups of pupils.

Moderation and Evidence

We moderate internally individual target achievements and curriculum progress–we scrutinise, check and moderate: - the types of evidence collected, observation notes and success criteria of targets. These samples are then taken to the Greater Manchester Moderation Group to be further verified by a team of other SEND professionals.

In departments we have designated meetings for 'book looks' in these meetings, heads of departments and colleagues can share and discuss productive ways of demonstrating pupil progress within schoolwork and classroom evidence. We use these meetings to check – curriculum coverage, evidence collected for different ages/ stages of development and how evidence is in line with curriculum pathways.

Evisense

We have a digital program in school which links directly to our school assessment packages. This is an online system that staff can record evidence for individuals, groups and classes. This is used internally. Staff are using Evisense to record 'wow' moments and evidence towards curriculum progress.

Role of the Governors

School governors will read and approve this policy. This policy will be reviewed annually