



## **Assessment, Marking, Moderation & Reporting Policy 2021**

Assessment should be an ongoing process that takes place in each lesson through a range of methods and feeds back into whole school data systems.

Pupil progress and attainment is measured using a range of assessment tools within Elm Tree School. As of September 2020 the main method used to ascertain pupil progress is 'BSquared progression steps'. BSquared are a national company which provide assessment software to many special schools and mainstream schools alike to support them with their assessment. They specialise in assessment for learners with SEND.

Progression Steps is an observation-based assessment framework. It helps teachers to identify and record the ongoing achievements of pupils who are working moderately or severely beneath age-related expectations in some or all areas of their development. It can be used with pupils who are either studying elements from a formal curriculum or those who are still engaged in a semi-formal approach to learning.

In May 2018, the DfE announced the new Pre-Key Stage Standards for Key Stages 1 and 2. This signalled the end of P Levels for pupils working above P4 for end of Key Stage assessment. B Squared progression steps framework allows us to measure the small steps of progress our learners make whilst acknowledging the move away from P Levels. Using old language, Progression Steps covers a range from P4 to around Level 7 of the old National Curriculum. It supports the schools use of the new Pre-Key Stage standards from the DfE.

Assessment practices at Elm Tree encompasses:

- The marking process, which involves acknowledging and providing written and verbal feedback on a pupil's daily progress in learning.
- The moderation process which involves selecting and comparing examples of pupil's work with other subjects and schools to ensure consistency and accuracy of assessment and marking.
- The reporting process which involves sharing and informing others about a pupil's learning through a wide range of methods.

The key principle of this AMMR policy is to outline how assessment is used across the school to ensure the Intent set out in the school's curriculum is achieved.

These key principles include:

- Pupil progress and achievement is supported through the effective use of assessment. Progress is monitored and tracked across time and across subjects using a range of performance measures including:
  - baselining on entry,
  - teacher assessments,
  - subject specific test results,

formal and informal test results,  
standardised test results,  
pupil self-assessment,  
results of therapeutic testing (SALT, OT, Counselling)

B Squared data.

Annual Review – targets achieved

EHCP – targets achieved

- All staff work collaboratively to gather, share and use information about pupils' progress. Identification of underperformance is early, rapid and accurate.
- Data for all pupils in all subjects is collected and progress is mapped against expectations to allow school performance to be monitored and scrutinised.
- Reporting on achievement is consistent with local and national expectations, taking place termly.
- The school uses a progression guidance document (set by each department) to help set challenging yet realistic targets for pupils based on their entry baselines. Our pupils are uniquely individual and each pupils rate of progress is assessed on an individual basis. The smallest step of progress can be huge for some of our learners. For this reason 'Good Progress' is never judged solely on assessment data alone. At Elm Tree School we prefer to look at the pupil holistically and celebrate progress in all of its forms.
- Pupils have regular opportunities to discuss their progress and review their progress towards expectations. Teachers actively involve pupils in setting their own targets.
- Teaching and targeted intervention programmes are informed by regular monitoring of progress and adjusted in the light of pupils' needs, including specialist tuition in literacy and numeracy.
- Parents and carers are informed and, where feasible, involved to support and celebrate pupil's achievements.
- The school has an ongoing moderation and standardisation process in which teachers are given support to ensure assessment is consistent and assessment data is accurate.

Expectations are based upon each pupil's baseline starting point, usually on entry assessment. In each subject, pupils are set personalised yearly progress expectations. This highlights termly whether the pupil is on track to achieve their overall expected result.

Key documentation is reviewed, including: any health records, SALT, OT, Sensory Profiles, EP, Specialist Teacher, CAMHS reports, information from previous school/family/carers, attendance records and achievement and the ECHCP. The children will be tested for their reading and spelling age and a phonics assessment will also be completed as appropriate.

Where prompted by the EHCP or identified by the teacher and Team Leaders, additional testing with an Educational Psychologist, SALT, OT or Counsellor can be arranged. Children are also assessed using Thrive online, via a group assessment or individually as appropriate. An action plan is then developed highlighting learning targets, strategies and activities to be used in order to support a student's social and emotional regulation. These are reviewed on a regular basis.

In all subject areas, the Progression Steps goes up from; Step 1 Step 10. Teachers are able to record progress and achievement. The scale is used to explain the students' progress in relation to a wide range of statements within each BSquared Progression Step and within a wide range of subjects.

Even when broken down into sublevels, the steps from one level to the next can be too large for some learners. Therefore, making judgements about progress based on the data alone will not be the most effective means of evaluation.

Being able to record progress from 'Engagement' to 'Mastered' means that even the smallest amount of progress can be recorded and the achievement celebrated.

Subjects are also subdivided so progress and targets can be pinpointed. BSquared allows teachers to report on assessments mastered and assessments to be mastered. This information is meaningful and shows what the student knows and what they have understood or what they need to focus on or what they need to gain a deeper understanding of to progress. This enables us to support more informative and productive conversations with students and other stakeholders.

Good practice, ensuring assessment directly evaluates pupils' knowledge and understanding of curriculum requirements helps to create a virtuous circle of teaching and assessment. Teachers assess pupils' understanding of a topic and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts the teacher to consider how his or her teaching approach can be adapted to improve pupils' understanding. This, in turn, informs the teacher's thinking about which assessments to use to evaluate whether the new approach has been effective. In this manner, good teaching and assessment continually reinforce each other and generate continuous improvement.

The national curriculum is founded on the principle that teachers should ensure pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning. This is particularly beneficial for pupils with special educational needs. It leads to a much more focused approach where early intervention can be provided promptly to address any concerns about pupils' progress. Teachers become much better informed about pupils' understanding of concepts and ideas and can build a more accurate picture of their individual needs.

Progress in relation to EHCP targets are also reported on. Termly reports include the following information for each subject; current BSquared Step as well as if the student is working below individual expected progress, towards individual expected progress, at individual expected progress or above individual expected progress.

### **Processes and Practice of AMMR**

The processes of AMMR go to the heart of school development, by producing and ensuring the following:

- A creative and dynamic school organisation.
- On-going curriculum development.
- A dyslexia friendly environment.
- Speech, language and communication needs are fully met, allowing all pupils to achieve.
- Occupational Therapy Needs and Sensory Integration Needs are fully met.
- Effective and appropriate approaches to teaching and learning and high quality

Elm Tree utilises a fully integrated assessment system which supports the development of all pupils in all subject areas. It draws on, and extends, the good practice already established in school and has sufficient flexibility and durability to successfully:

- Address the changing needs of the pupil population over time.
- Track and provide evidence of pupil achievement and attainment.
- Develop priorities identified through the school's Self-Evaluation (SEF) and School Development Plan (SDP).
- Provide relevant and timely information on pupil progress to a range of audiences including: teachers, pupils, parents & carers, local & statutory authorities and other bodies with whom who the school engages to drive improvement.

Assessment should be seen as the processes by which teachers are able to:

- Monitor progress. Evaluate learning experiences.
- Identify where further support and strategies are required.
- Recognise and celebrate achievement.
- Improve planning.
- Diagnose difficulty.
- See progression.
- Allow for individual differentiation.
- Improve the quality of teaching and learning.
- Assess the impact of the school's curriculum.

Effective assessment will:

- Provide teachers with information on what a pupil knows, understands and can do.
- Provide pupils with opportunities to demonstrate what they know, understand and can do.
- Identify specific achievement and allow for its recognition, celebration and reward.
- Not penalise for specific learning difficulties e.g. poor marks because of weak spelling.
- Allow for the identification of specific strengths, weakness and difficulties.
- Help increase a pupil's motivation by consistently recognising individual achievement.
- Be helpful to both teacher and pupil in setting further informal and formal learning targets.
- Help predict future performance and provide evidence for teacher assessment of attainment.
- Provide information in formative and summative terms to the pupil, their parents, the school, and all stakeholders.
- Help the school to critically evaluate the effectiveness of the curriculum offer and teaching and learning styles as part of the self-evaluation process

Opportunities to assess pupil progress should:

- Be clearly identified in teacher's short term planning through schemes of work (SoW).
- Provide teachers with concrete information about a pupil's progress and achievement and the effectiveness of the SoW in promoting individual achievement.
- Be planned to take advantage of a range of assessment methods so that pupils are given an opportunity to demonstrate the fullest range of what they know, understand and can do.
- Be flexible and sensitive enough to recognise and celebrate each pupil's small steps of achievement.
- Reflect B Squared depending on the context of the assessment.
- Be an integral part of outstanding practice.

