



HIGHFIELD LITTLEPORT ACADEMY
An Active Learning Trust School



HIGHFIELD ELY ACADEMY
An Active Learning Trust School

HIGHFIELD ACADEMIES

ASSESSMENT POLICIES

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MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	HEADS OF SCHOOL

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Highfield Ely Academy Assessment and Feedback Policy

Introduction

Highfield Ely caters for learners from 2–25 years old with a range of learning difficulties. The progress of all learners is measured and used to inform the next steps in their development.

Learners at Highfield Ely will follow one of three Pathways. This policy sets out how assessment and feedback is applied in each Pathway, as well as outlining differences in Early Years, KS4/5, LINC 19-25 and learners in our nurture-based groups.

Assessment

Assessment should:

- Support learners in making the best progress possible.
- Be used in reviewing existing targets/outcomes and to set new targets/outcomes that are meaningful and challenging at an achievable level.
- Enable staff to plan and deliver teaching based on objectives informed by accurate assessment of current levels of curriculum attainment and progress towards EHCP Outcomes and a clear understanding of the next steps for each learner.
- Enable learners, wherever possible, to understand their own targets and progress and to set their own targets.
- Identify what support needs the learner has in working towards their targets.
- Provide the information necessary to inform parents/carers of their son/daughter's progress.
- Enable school to track learner's progress over time, individually and as part of a group.

Education, Health and Care Plans

Every pupil in the school has an Education, Health and Care Plan. These include long term (3-5 years) and short term (up to 1 year) Outcomes. These Outcomes inform what we deliver within classes. We agree these with parents/carers at their son/daughter's annual review.

Outcomes can be targeted at academic areas or wider self-help, communication or behaviour goals. They outline the most important areas for the young person's development.

Early Years Foundation Stage (EYFS)

Progress for learners in the EYFS is recorded within Evidence for Learning, as it is for all other learners. However, evidence entered is 'tagged' to the Development Matters statements contributing to the Early Learning Goals so progress can be measured against them. The Characteristics of Effective Learning are also recognised and tracked as a key facilitator in early learning.

KS4 and Sixth Form

Learners in KS4 and Sixth Form in all Pathways work towards qualifications at different levels from Entry 1 through to Level 1 Functional Skills and access to GCSE study where appropriate. Exam Boards and external accreditation bodies are used to validate the assessment that we make of students' progress towards their qualifications. Assessment is entered on Evidence for Learning the same as other age groups against EHCP Outcomes and

curriculum targets in addition to evidence of progress towards their qualifications.

LINC 19-25

We offer an educational provision for adults with PMLD or low functioning SLD. The majority of our adult learners follow the Blue pathway curriculum and are assessed against EHCP outcomes. It is appropriate for some of our adults' progress to be measured against the Green pathway curriculum targets too. Learners at LINC19-25 work towards ASDAN Lifeskills Challenge certification. Assessment is entered on Evidence for Learning against EHCP Outcomes in addition to evidence of progress towards their ASDAN qualification.

Pathways

Learners are placed in one of three Pathways. In addition to this there is provision for a Nurture-based intervention.

Blue Pathway – Designed for learners with Profound and Multiple Learning Needs (PMLD). Progress is measured solely against EHCP Outcomes.

Green and Yellow Pathways – Designed for learners with Severe Learning Needs and Moderate Learning Needs respectively. Progress is measured against a combination of EHCP Outcomes and curriculum targets, using our own assessment frameworks. Within the Green and Blue pathway's the 5 Areas of Engagement as outlined in the Rochford Review are tracked in order to facilitate further engagement and progress in learning and activities. Tags for each of these areas of engagement are added via the Evidence for Learning software in order for us to track progress against each of the areas.

Areas of engagement

Exploration	Love of learning and actively trying to find out more. Shows a desire to explore and learn by interact with objects, activities and people to build a connection with their world
Realisation	Light bulb moment. "I understand" Shows recognition and understanding of previous knowledge and applies it to new situations. Shows awareness of what is expected of them. Shows excitement at learning and achieving new things.
Anticipation	Shows anticipation for an activity or event as a result of previous knowledge, experience or skill. Anticipates what the next step will be and responds accordingly.
Persistence	"Sticking with it" continued effort. May be in short bursts and repeated over time, perseverance, determination and refusing to give up
Initiation	Initiates learning independently. Expresses intentions wants or needs. Shows what they want to do and decides on how they are going to do it.

Expectations of Teachers

Teachers are expected to:

- Keep assessment information up to date on Evidence for Learning, entering at least two pieces of evidence per student every week.
- Tag evidence as stated in this document
- Direct teaching assistants to gather evidence during teaching sessions

Curriculum Enrichment

Learners receive many additional enrichment activities as part of their time at Highfield, such as residential visits, interventions such as Lego Therapy and specialist approaches such as TEACCH. Pupils taking part in interventions are baselined upon starting, and progress through them tracked and fed back to their class teacher. Approaches such as TEACCH are not baselined but progress is tracked, and this approach can be adopted for pupils long term. Progress within enrichment activities isn't tracked apart from where progress towards EHCP or curriculum targets is made.

Children in Care

There are specific duties for schools in terms of assessing progress for learners whom are CIC. The Designated Teacher for CIC is responsible for preparing Personal Education Plan (PEP) paperwork online for a termly PEP meeting for each CIC pupil. Progress is monitored by the Virtual School through the PEP meetings, which is attended by Carer and Parent/s (if appropriate), Class Teacher, the Social Worker and possibly a Virtual Teacher from the Virtual School. Each CIC has Pupil Premium Plus funding to use in boosting their progress, decisions about how to use this funding are made at the PEP meeting. The PEP and additional funding is in addition to all other assessment systems in place in school.

Baseline assessment

It is important to establish a baseline for learners new to the school as soon as possible (and within the first half term) in order that we can set meaningful outcomes and begin to record the progress that our learners make. When a new pupil starts at Highfield, the class teacher will make best-fit judgements about the pupil's attainment. In some instances, these will be informed by data from previous schools, transition visits and information from parents & carers. The class teacher will complete a baseline assessment of observations and standardised tests. This information will then be used to add a baseline tag on Evidence for Learning as a starting point from which we can track progress.

Monitoring progress

Each Department Leader monitors progress for all of the learners in their department regularly with teachers in their Department. The Head of School then meets each half term with every Department Leader to discuss progress, and in turn the Exec Head meets weekly with the Head of School to discuss various standing items, including progress and standards.

The focus of these meetings are professional conversations based on an in-depth knowledge of each learner and what constitutes emerging, developing, secure and exceeding progress.

Moderation

As our assessment is based on teacher judgement it is vital to ensure the accuracy of these judgements. To ensure this, we internally moderate judgements at two moderation exercises across the year and also through 'learner on the table' exercises. This provides a holistic view of one learner through looking at all documentation related to them held in school, including assessment of progress information. "Learner on the table" includes the Head of School from the school not being moderated, to add an external element. Finally, external moderation of EHCP Outcomes takes place at an annual meeting with colleagues from a number of other Area Special Schools.

Parent/carers involvement

Parents and carers have many opportunities to be involved in the reporting of progress and

agreeing future targets. These are:

- Being able to view, comment on and send evidence in to be included in Evidence for Learning for their child.
- Discussing EHCP Outcomes at the annual review
- Ongoing dialogue on Class Dojo
- 2 parent/carer meetings per year

Feedback

At Highfield Ely we take the view that our teachers know our children extremely well and that they also know the best ways to drive progress through feedback. For some students or subjects that may mean that written feedback works best whilst in many others, verbal feedback may be more appropriate for our learners. We leave this to teachers to decide – what is important to us is that our young people know how well they have done and what they need to do to make progress. We are also mindful of the time pressure that written feedback puts on staff and feel that well-rested, happy staff are likely to get better outcomes for our children.

There is an expectation that where there is no written feedback, a great deal of verbal feedback will be seen during observations.

Highfield Littleport Academy and Assessment and Marking Policy

Introduction

Highfield Academies cater for learners from 2 – 25 with a range of learning difficulties. It is vital that the progress of all pupil, student and adult learners on roll is measured and used to inform the next steps in their development.

Learners at Highfield Academies follow a pathways curriculum. This policy sets out how assessment and marking is applied in each pathway, as well as outlining exceptions in Early Years, 14-19 aged pupils and learners placed in our nurture-based groups.

Assessment

Assessment should:

- Support learners in making the best progress possible.
- Be used in reviewing existing targets/outcomes and to set new targets/outcomes that are meaningful and challenging at an achievable level.
- Enable staff to plan and deliver teaching based on objectives informed by accurate assessment of current levels of curriculum attainment and progress towards EHCP Outcomes and a clear understanding of the next steps for each learner.
- Enable learners, wherever possible, to understand their own targets and progress and to set their own targets.
- Identify what support needs the learner has in working towards their targets.
- Provide the information necessary to inform parents/carers of their son/daughter's progress.
- Enable school to track learner's progress over time, individually and as part of a group.

Education, Health and Care Plans

Every pupil in the school has an Education, Health and Care Plan. These include Outcomes that are worked towards over the coming few months to a couple of years. These Outcomes inform what we deliver within classes. We agree these with parent/carer at their son/daughter's annual review.

Outcomes can be based on academic areas or wider self-help, communication or behaviour areas. They outline what is the most important areas for the young person's development.

Early Years Foundation Stage (EYFS)

Progress for learners in the EYFS is recorded within Evidence for Learning, as it is for all other learners. However, evidence entered is 'tagged' to the Early Learning Goals so progress can be measured against them.

KS4 and Sixth Form aged Learners

Learners in KS4 and Sixth Form in all Pathways work towards qualifications at different levels from Entry 1 through to Level 1 Functional Skills and access to GCSE study where

appropriate. Exam Boards and external accreditation bodies are used to validate the assessment that we make of students' progress towards their qualifications. Assessment is entered on Evidence for Learning the same as other age groups against EHCP Outcomes and curriculum targets in addition to evidence of progress towards their qualifications.

LINC 19-25

We offer an educational provision for adults with PMLD or low functioning SLD. Our majority of adult learners follow the Blue pathway curriculum and are assessed against EHCP outcomes. It is appropriate for some of our adults' progress to be measured against the Green pathway curriculum targets too. Learners at LINC19-25 work towards ASDAN Lifeskills Challenge certification. Assessment is entered on Evidence for Learning the same as other age groups against EHCP Outcomes and curriculum targets in addition to evidence of progress towards their ASDAN qualification.

Pathways

Learners are placed in one of three Pathways. In addition to this there is provision for a Nurture-based provision.

Blue Pathway – Designed for learners with Profound and Multiple Learning Needs. Progress is measured against EHCP Outcomes solely using our own assessment system.

Green and Yellow Pathway – Designed for learners with Severe Learning Needs and Moderate Learning Needs respectively. Progress is measured against a combination of EHCP Outcomes and curriculum targets, using our own assessment frameworks.

Curriculum options

Learners receive many additional enrichment activities as part of their time at Highfield, such as residential visits, as well as interventions, for example Lego Therapy and approaches such as TEACCH. Pupils taking part in interventions are baselined upon starting, and progress through them tracked and fed back to class teacher. Approaches such as TEACCH are not baselined but progress is tracked, and this approach can be adopted for pupils long term. Progress within enrichment activities isn't tracked apart from where progress towards EHCP or curriculum targets is made.

Children in Care

There are specific duties for schools in terms of assessing progress for learners whom are CIC. The Designated Teacher for CIC is responsible for preparing Personal Education Plan (PEP) paperwork online for a termly PEP meeting for each CIC pupil. Progress is monitored by the Virtual School through the PEP meetings, which is attended by Carer and Parent/s (if appropriate), Class Teacher, the Social Worker and possibly a Virtual Teacher from the Virtual School. Each CIC has Pupil Premium Plus funding to use in boosting their progress, decisions about how to use this funding are made at the PEP meeting. The PEP and additional funding is in addition to all other assessment systems in place in school.

Leadership and Management

The Head of School and Senior Leaders work together on many areas of assessment. Individual teachers are responsible for assessing pupil progress for the learners and subjects they teach. Teachers of learners new to the school are responsible for carrying out a baseline assessment within their first half term. This then enables progress to be shown during the pupil's first year at Highfield.

Baseline assessment

It is important to establish a baseline for learners new to the school as soon as possible (and within the first half term) in order that we can set meaningful outcomes and begin to record the progress that our learners make. When a new pupil starts at Highfield, the class teacher will make best-fit judgements about the pupil's attainment.

In some instances these will be informed by data from previous schools. The class teacher will complete a baseline assessment summary sheet and the teaching assistant will then use this information to prepare a baseline on Evidence for Learning. The class teacher will then be able to update from this point.

Monitoring progress

Each Department Leader monitors progress for all the learners in their department regularly with teachers in their Department. The Head of School then meets each half term with each Department Leader to discuss progress, and in turn the Exec Head also meets weekly with the Head of School to discuss various standing items, including progress and standards.

The focus of these meetings are professional conversations based on an in depth knowledge of each learner and what constitutes emerging, developing, secure and exceeding progress.

Moderation

Since our assessment is based on teacher judgement it is vital to ensure the accuracy of these judgements and to work towards consistency across our schools. To ensure this, we moderate assessment across both schools through 'learner on the table' exercises. This provides a holistic view of one learner through looking at all documentation related to them held in school, including assessment of progress information.

Parental/carer involvement

Parents have many opportunities to be involved in the reporting of progress and agreeing future targets. These are:

- Being able to view, comment on and send evidence in to be included in Evidence for Learning for their child.
- Discussing EHCP Outcomes at the annual review
- Ongoing dialogue on Class Dojo
- 2 parent/carer meetings per year

Marking

Codes used:

WF – Written feedback

VF – Verbal feedback

GP – Gestural prompt

PP – Physical prompt

VP – Verbal prompt

ViP – Visual prompt

Teacher minimum operating standards

Teachers are expected to:

- Keep assessment information up to date on Evidence for Learning, entering at least two pieces of evidence per student every week.
- Tag evidence according to Early Learning Goals and the marking policy
- Keep Learning Walls up to date, including pupil thumbnails, behaviour and care plans.