The Oswaldtwistle School: Assessment and Reporting Policy

Introduction

The nature of the student population at OSSS is varied in terms of the time students spend with us, the year group they are in on admission and the point in the academic year they join us. Some students remain on roll at their mainstream school and come to us as 'long/short intervention' or 'medical' referrals. Others are permanently excluded or 'out of area' admissions, often CLA (Children Looked After) who have no mainstream school place. All our students have experienced difficulties which have impacted to a greater or lesser extent on their learning. It is vital therefore that we focus not only on students' social, emotional and behavioural needs but on ensuring that their learning needs are met and that our students make progress appropriate to their ability during their time at OSSS.

Baseline Assessment

In addition to academic testing on entry, further assessments are carried out in order to form a clear picture of the social, emotional and behavioural barriers to learning individual students face. The following tests, assessments and questionnaires are used to formulate a base line starting point and to highlight barriers to learning and other potential issues that may need sign posting:

- Mathematics/Numeracy Baseline
- Star Reader (Reading age)
- Spelling Test (Spelling age)
- Wide Range Achievement Test 5th Edition
- NNAT Naglieri Nonverbal Ability Test
- BPVS British Picture Vocabulary Scale 3rd Edition
- Emotional Literacy Questionnaire
- Sexual Harassment Questionnaire

The information gathered is used to produce an Individual Learning Plan and a Behaviour Support Plan for every student. These, together with baseline and target data and EHC Plans, for identified students, are stored on SharePoint and updated regularly. Teaching and support staff use this information to inform lesson planning.

Students are retested on Emotional Literacy every 6months, Spellings every twice per year and Reading, 3 times per year.

Target Setting

At KS3, students are expected to achieve their age specific end points in all subjects and this is graded as Emerging, Developing, Securing and Excelling. The table below is an example from a unit of work in Mathematics.

Students will all progress at different rates in different subjects and therefore progress is not always linear, but having clear curriculum maps, staff are able to analyse progress against expected end points and provide further challenge or targeted intervention where necessary so each student can progress according to their individual abilities.

Curriculum Map	Subject: Mathematics		
Theme / Area Covered	Unit 8 Pattern Sniffing		
	Age Related Targets – Year 7	**Age Related Targets – Year 8**	**Age Related Targets – Year 9**
Key Objectives / Learning Pathway Emerging	Recognise and describe a linear sequence Find the next term in a linear sequence Find a missing term in a linear sequence	Generate a linear sequence from its worded description Solve problems involving linear sequences	Recognise simple arithmetic sequences Use a term-to-term rule to generate a linear sequence Use a term-to-term-term rule to generate a non-linear sequence. Find the nth Term of a linear sequence.
Key Objectives / Learning Pathway Developing	Generate a linear sequence from its worded description Solve problems involving linear sequences	Recognise simple arithmetic sequences Use a term-to-term rule to generate a linear sequence Use a term-to-term-term rule to generate a non-linear sequence. Find the nth Term of a linear sequence.	Generate terms of a sequence from a position-to-term rule. Find the nth term of an ascending linear sequence Find the nth term of a descending linear sequence. Use the nth term of a sequence to deduce if a given number is in a sequence.
Key Objectives / Learning Pathway Securing	Recognise simple arithmetic sequences Use a term-to-term rule to generate a linear sequence Use a term-to-term-term rule to generate a non-linear sequence	Generate terms of a sequence from a position-to-term rule Find the nth term of an ascending linear sequence Find the nth term of a descending linear sequence Use the nth term of a sequence to deduce if a given number is in a sequence	Continue Fibonacci and geometric sequences given the common ratio (no surds). Use the nth term to generate a quadratic sequence, including triangular numbers.
Key Objectives / Learning Pathway Excelling	Generate terms of a sequence from a position-to-term rule Find the nth term of an ascending linear sequence Find the nth term of a descending linear sequence Use the nth term of a sequence to deduce if a given number is in a sequence	Continue Fibonacci and geometric sequences given the common ratio (no surds). Use the nth term to generate a quadratic sequence, including triangular numbers.	

At KS4, all targets are set based upon a student's performance at KS2, which forecast expected outcomes at the end of Year 11.

Progress Tracking and Monitoring

As stated above, the subjects taught at KS3 are broken down into age specific end points which teachers use to assess their students against using a simple traffic-light system: red (emerging), amber (developing) and green (secure) and blue (excelling). If a student at year 7 is excelling in all areas they will be challenged with the year 8 end points, likewise, if a student is in year 9 and struggling to access the curriculum, teachers will differentiate work accordingly to ensure the year 8 building blocks are place before returning to the year 9 end points.

In KS4 each skill is given a 1-9 step rating depending on its level of difficulty and assessment of these can be used to help inform how the student is doing in relation to their national targets.

Students are challenged in both KS3 and 4 according to their age and ability level.

The Mastery Approach:

The mastery approach provides a consistent assessment framework which focuses on identifying pupils' strengths and weaknesses –a key driver for improving outcomes. It is this that allows us to build on pupils' prior learning, focus on gaps in knowledge and understanding and ensure we are providing challenge.

Intervention, retrieval and interleaving is paramount to this approach and as such, teachers incorporate these into everyday lessons. Students are expected to re-visit skills regularly through Retention of Knowledge (ROK) tasks with the aim of trying to improve performance in all areas of the curriculum.

Academic progress tracking will be monitored against three specific criteria:

- Progress from the baseline assessment (if appropriate).
- Progress against age specific end points.
- Progress against the National Target.

Every teacher will be responsible for rating their own student's performance against the end points/grades and reporting their progress at data collection points. Teachers will also be expected to analyse the performance of individual students within their own classes in terms of progress against age specific

end points (KS3) and national targets (KS4) along with the performance of student sub-groups within their classes. Teachers will be responsible for initial classroom interventions, for any students who are underperforming.

Middle Leaders and SLT will be responsible for overseeing the process of data collection, data analysis, intervention and the impact of applied intervention strategies. Student progress will be discussed with teachers during line management meetings and by SLT. Our aim is to ensure that where necessary, students achieve their end age specific end points and make rapid progress towards achieving their National targets, thus closing the gap.

Assessment and Reporting Calendar

There are 5 data capture points during the academic year, at approximately 7/8 weeks intervals, and this is used to generate a summative report which will be shared with parent/carers and mainstream schools if appropriate.

A parent/Carers' evening is held biannually where subject teachers, mentors and tutors are available to discuss the progress of individual students.

At KS3 parents/carers will be informed of how their child is performing in relation to their age specific end points.

Subject Grades			
Subject	Autumn Grade	Current Attitude to Learning	Current Presentation
Mathematics	Mastering	A - Great	2 - Good
English	Developing	A – Great	2 – Good
Science	Developing	A – Great	2 – Good
Curriculum for Life	Developing	A – Great	2 – Good
Art	Developing	A – Great	3 – Great
Technology	Developing	A – Great	2 – Good
Life Skills	Developing	A – Great	3 – Great
Humanities	Emerging	A - Great	3 – Great

At KS4 parents/carers will be informed of their GCSE working at grade in relation to their National GCSE target, or for a BTEC progress will be recorded by a statement; below target, on target or above target.

Subject Grades				
Subject	Target Grade	Autumn Grade	Current Attitude to Learning	Current Presentation
Mathematics	4.6	2	A – Great	2 - Good
English	4.5	5	A – Great	2 - Good
Science	4.5	3	A – Great	2 - Good
Curriculum for Life		On Target	B – Good	2 - Good
Physical Education		On Target	A – Great	2 - Good
Performing Arts		Below Target	C – Requires Improvement	2 - Good
Sport		On Target	A – Great	2 - Good

In addition to academic progress the report will provide information on the student's attitude to learning and quality of presentation along with their attendance breakdown