



Spa Bermondsey Assessment Policy

Purpose

All pupils at Spa Bermondsey have an EHC Plan and a primary diagnosis of autism. All pupils have severe or moderate learning difficulties and are therefore working well below age related expectations. Our curriculum is designed to support pupils make academic and social progress and to make progress towards their EHC Outcomes.

Assessment allows us to be confident that our pupils are making progress across our curriculum and towards their EHC outcomes. It informs teaching and learning, planning of next steps and setting of new targets.

1. Aims

- To help pupils to:
 - recognise and take pride in their own achievements
 - identify areas and skills that need to be strengthened
 - plan their own future learning

- To help teachers to:
 - have a knowledge of each pupil's particular abilities, skills and understanding
 - plan future learning targets for individual pupils and groups
 - plan future teaching through evaluation of materials, resources and strategies

- To help the school to:
 - provide continuity and progression within school, to home and beyond
 - evaluate effectively whole school curriculum planning and practice
 - meet statutory requirements
 - contribute to effective transitions
 - ensure pupils achieve a range of qualifications at a level appropriate to them

- To help parents/carers to:
 - have an understanding of how their child is progressing
 - know how best to help and encourage at home
 - participate in the celebration of achievements

2. Legislation and Guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

Final report of the Commission on Assessment without Levels

The Education (Pupil Information) (England) Regulations 2005: Schedule 1

This policy complies with our funding agreement and articles of association.

3. Principles of Assessment

- We collect baseline assessment during transition before any pupil joins the school. This is reviewed, moderated and clarified in the first half term when pupils join the school. Baseline assessment information during transition is drawn from a range of sources including:
 - EHCPs, annual reviews and previous annual reports
 - the pupils themselves
 - parents and carers
 - observations and teacher assessment
 - previous school assessment data
 - other specialist reports.
- Baseline grading is moderated by the AHT for that key stage.
- Earwig is used to record attainment and progress on the Spa Steps framework or the Spa Core framework depending on the pupil's ability. Some pupils in KS5 are assessed against the Functional Skills Framework
- Earwig software is used to collect this baseline information and to set targets for the academic year. Progress towards these targets is then reviewed half termly.
- Pupils IEPs are created based on pupil EHC Outcomes and are reviewed and re-written termly
- Pupils have weekly Reading, Writing, Speaking & Listening and Number targets which are set and reviewed weekly. These targets are taken from Spa Next Steps or from EHC Outcomes
- Pupils have an individualised learning objective for every lesson which is assessed at the end of each lesson. These are recorded on Earwig Learning Records and create a pupil's Learning Timeline
- All pupils complete externally accredited sources in Key Stage 5 and some in Key Stage 4. ASDAN, Pearson Edexcel and WJEC are the exam boards used.

Recording:

- Earwig software is used to collect and create assessment records. Information on pupil progress is shared with parents / carers at parent's meetings, annual reviews and summer reports
- Earwig software is also used to collect pupil's non-academic achievements to create their Achievement Timeline. This is shared with pupils throughout the year and a copy is given to families at the end of each Key Stage

4. Collecting and Using Data

- Targets are set for each pupil during the first weeks of term. These academic targets are based on prior CASPA data and prior attainment and are set to ensure that high expectations of progress are held by all.
- AHTs monitor progress on a half termly basis and interventions are implemented for those pupils identified as at risk of not making expected progress.
- Teachers receive training on how best to use their class data
- Progress towards EHC Outcomes is also shared with the Local Authority and Parents at Annual Reviews. Progress towards these Outcomes is monitored on a termly basis.

Moderation and analysis:

Teachers work together to review pupil progress and agree consistent judgements. Moderation processes include:

- work sampling across a range of subjects
- work scrutiny by subject leaders and AHTs
- termly pupil progress reviews with teachers and AHTs
- external moderation with Spa Camberwell and other partners
- annual whole school progress data analysis by the SMT.

Reporting:

- At each pupil's Annual Review, information attendance, academic progress, progress towards EHC outcomes and a summary report are provided
- A summer report, with examples of learning from each subject studied during the year and a tutor report is sent home at the end of the summer term
- IEPs are set home termly with progress towards previous targets and new targets that have been set
- Parents evenings are held twice a year, during which pupil attainment and progress are shared and discussed
- Earwig software is used to analyse pupil progress, both at an individual level and by cohort and group
- The Head of School presents an overview of whole school progress analysis in the autumn term. Whole school interventions are identified, action points are identified and incorporated into the school development plan.
- Pupil progress is monitored and analysed to ensure no pupil is disadvantaged.

Training:

- Training in the use of assessment is part of each teachers' induction process and teachers meet with their AHT on a half termly basis to review progress.
- Subject Leads meet on a termly basis to review assessment in their subject.
- Subject Leads and the Exams Officer regularly attend training from exam boards, including ASDAN.
- Spa Steps and Spa Core frameworks along with next steps have been moderated to ensure they are appropriate for our pupils.

5. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Spa School Bermondsey recognises that AI has many uses to help pupils learn but may also lend itself to cheating and plagiarism.

Pupils may not use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils may use AI tools:

As a research tool to help them find out about new topics and ideas

When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed.

6. Roles and Responsibilities

The Head of School is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

Monitoring:

This policy is reviewed on an annual basis. All teaching staff are expected to read and follow this policy. Karen Esson, Deputy Head, is responsible for ensuring the policy is followed.

The Head of School and Deputy Head will monitor the effectiveness of assessment practices across the school through Learning Record scrutinises, assessment reviews, lesson observations and learning walks.