# The Meadows School



# Teaching & Learning Assessment Policy

Updated:  September 2019

Date to be reviewed:  September 2022

Ratified by Governors:  November 2020

**Amendment Register**

| Amendment Number | Date | Detail | Amended By | Approved By |
|---|---|---|---|---|
| 0 | 26.9.2019 | Initial issue | G Spencer | Headteacher |
| 1 | 11.12.2019 | Reviewed | G Spencer | Headteacher |
| 2 | Nov 2020 | Ratified and complete by Governors | FGB | FGB |

**Table of Contents**

1. **Rationale**

   This policy has been adopted and written in relation to The Teaching & Learning Assessment Policy at the Meadows School and should be read in conjunction with the LAs Policies and Procedures and any DFe Policy, Statements and Guidelines.

2. **Introduction**

2.1 Following the inspection in September 2017, one of the key priorities stated The Meadows School must 'introduce an assessment system which allows teachers to record clear evidence of progress against pupils personalised small steps of learning in their re-written EHC plans, reflecting the whole breadth of the curriculum in school.'

2.2 This key finding has enabled us to develop a holistic approach to assessment. After researching many assessment systems and working with a number of school partners, an informed decision has been made to use the assessment tool 'Evidence for Learning.' This programme will allow teachers to input students personalised EHCP targets and collect evidence against these targets for all of the domains of the Code of Practice. To quantify this evidence and facilitate the recording of progress we will use 'Mapping and Assessing Personal Progress' (MAPP). MAPP enables us to assess evidence against a continuum, from emerging behaviours to competency. This information can then be converted to numerical data to aid analysis and monitoring. Both of these new initiatives have been piloted and are newly implemented in school. In Key Stage 4 and 5, pupil progress will be additionally assessed against accreditation outcomes.

3. **Aim**

3.1 To ensure that accurate assessment enables all teachers to plan more effectively for their pupils and to ensure that all pupils make optimal levels of progress according to their starting points.  The school has created a new curriculum around 'Bubbles' that reflect the domains of the Code of Practice, and this assessment will support in ensuring that this very personalised curriculum continues to meet the needs of our students.

4. **Assessing Students' learning**

4.1. Students will be assessed on entry to school to determine the current progress towards existing EHCP outcomes. Information from previous settings, family and other agencies is used to strengthen this baseline

assessment. Statement banks for academic areas are used to support the setting of targets, but will, in time, extend to all domain areas.

4.2. Where outcomes are assessed to be inappropriate then these should be considered at an Early Review to determine more appropriate targets. These targets are moderated by senior leaders.

4.3. Learners working within Formal and Semi-formal pathways will have targets linked to academic skills of Reading, Writing, Mathematics within the EHCP.

4.4. EHCP targets are inputted into Evidence for Learning, creating Personalised Learning Goals and students are baselined in relation to these targets (from emerging to competency) within MAPP. Expected progress markers are set and agreed for the 12 month period to the next Annual Review.

4.5. Pupil work and progress towards targets will be captured through evidence for learning. In KS4 and 5 this may be duplicated into accreditation evidence through their accreditation flightpath to meet the requirements of the examination body

4.6. Termly summative assessments are made within MAPP of student progress towards the expected progress marker.

4.7. Termly data capture analyses the student performance in relation to their progress towards target/marker.

4.8. Termly student progress meetings celebrate and record good progress, and identify lower levels of progress and the interventions needed to support students in making better progress.

4.9. Areas of the curriculum that do not fit specifically within a student's PLG will be evidenced through work folders and progress is evaluated within the school's monitoring cycle.

4.10.       Internal moderation will take place half-termly to cover a different domain of the curriculum each session.


## 5.  How do we ensure students are making good progress?

5.1. Targets are robust and provide suitable challenge for students. They are set with partner agencies and families. Skills ladders assist in setting challenging levels of progress. Targets are moderated by leaders and external partners.

5.2. Expected progress markers are set. These are moderated by senior leaders that know the students exceptionally well and are committed to high levels of challenge.

5.3. Internal assessments of progress are based upon robust evidence of learning. Internal moderation processes feed into external moderation to ensure robust and consistent outcomes.

## 6. Reporting on Student Progress and Attainment

6.1 The Assistant Headteacher holds responsibility within the Senior Leadership Team for monitoring and reporting on assessment and pupil progress. Analysis of pupil progress data is reported to the Curriculum and Standards Committee of the Local Governing Board on a termly basis.

6.2 Additional reporting takes place locally with the local authority and nationally through the STA