



Assessment Policy

Approved by:	Springwater School Governing Body	Date: May 2019
---------------------	-----------------------------------	-----------------------

Last reviewed on:	May 2019
--------------------------	----------

Next review due by:	September 2019
----------------------------	----------------

1. Introduction

Assessment is a continuous process which is integral to teaching and learning, allowing children and young people to reach their potential. It should be incorporated into teaching strategies in order to promote the best possible progress for individuals, groups and cohorts.

When assessing pupils at Springwater School, we aim to strike a balance between using assessment frameworks linked to statutory, subject-based reporting on the one hand and personalised, pupil-centred assessment approaches on the other. Having a multi-faceted approach to assessment is important, because a single type of assessment may fail to give a full picture of our pupils' achievements and needs. Having a combination of assessments for each pupil allows us to establish a clear picture of their attainment and progress.

At Springwater, we use the Early Years Foundation Stage (EYFS) Profile to assess pupils in nursery and reception. Performance Scales (P Scales) and Performance Indicators for Value Added Target Setting (PIVATS) are used to assess all other pupils in our primary, secondary and 6th Form departments. Pupils in Key Stage 4 and 6th Form also work towards certificates and qualifications through the education charity and awarding organisation, ASDAN. We also assess each pupil's progress towards highly personalised outcomes using the Mapping and Assessing of Personal Progress (MAPP) approach. The learning intentions monitored and assessed through the MAPP structure are linked to the outcomes in each pupil's Educational, Health and Care Plan (EHCP).

2. Assessment Overview

The following tables identify the curriculum and assessment frameworks in EYFS, primary, secondary and 6th Form and illustrate how they link to the key EHCP areas.

Overview in EYFS

EHCP Area	EYFS <i>Areas of Learning and Development (Curriculum and Assessment)</i>
Cognition and Learning (Learning and Development)	Literacy (Reading & Writing)
	Mathematics
	Understanding the World
	Expressive Arts and Design
Communication and Interaction	Communication and language
Social, Emotional and Mental Health	Personal, Social and Emotional Development
Sensory and Physical	Physical Development <i>(Movement programme)</i>
	<i>Evidence recorded in Tapestry.</i>

Overview in Primary (KS1 & 2) & Secondary (KS3 & 4)

EHCP Area	Curriculum Areas		Formative / Summative Assessment		
	Pre-formal <i>(Therapeutic offer across all curriculum areas)</i>	Semi-formal	MAPP <i>Personalised Learning Intentions</i>	PIVATS	ASDAN Towards Independence <i>(KS4)</i>
Cognition and Learning (Learning and Development)	Cognition and Numeracy	Mathematical Thinking and Problem Solving	Thinking Skills	English <i>(Reading & Writing)</i>	Towards Independence Units
	Enrichment	Knowledge and Understanding of the World		Mathematics	
		Creativity		Science	
Communication and Interaction	Communication and Literacy	Communication and Language	Communication	English <i>(Speaking & Listening)</i>	Towards Independence Units
				Computing	
Social, Emotional and Mental Health	Personal, Social and Emotional Development	Myself and My Community	Personal and Social Development	Personal and Social Development	Towards Independence Units
Sensory and Physical	Physical <i>(Movement)</i>	Physical Development <i>(Movement)</i>	Physical	-	Towards Independence Units
<i>Planning linked to EQUALS Schemes of Work</i>			<i>Evidence recorded in Tapestry, workbooks and files.</i>		

Overview in 6th Form

EHCP Area	Curriculum Areas		Formative / Summative Assessment		
	Pre-formal <i>(Therapeutic offer across all curriculum areas)</i>	Semi-formal & Formal	MAPP <i>Personalised Learning Intentions</i>	PIVATS	ASDAN Personal Progress or Personal & Social Dev
Cognition and Learning (Learning and Development)	Self-advocacy and determination	Functional Skills	Thinking Skills	English <i>(Reading and Writing)</i>	PP or PSD Units
				Mathematics	
				Science	
Communication and Interaction	Personal and Social Development	Personal and Social Development	Communication	English <i>(Speaking & Listening)</i>	PP or PSD Units
				Computing	
Social, Emotional and Mental Health	Personal and Social Development	Personal and Social Development	Personal and Social Development	Personal and Social Development	PP or PSD Units
Sensory and Physical	Physical Development	Physical Development	Physical	-	PP or PSD Units
Preparing for Adulthood	Community and Environment	Community and Environment	-	-	PP or PSD Units
	Independence Skills	Work Experience Independent Living Skills			
<i>Planning linked to relevant ASDAN units</i>			<i>Evidence recorded in Tapestry, workbooks and files.</i>		

3. Subject-Based Assessment and Reporting

The diagram in Appendix A (page 8) provides an overview of the cycle for subject-based assessment and reporting.

Statutory assessment arrangements for pupils working below the standard of national curriculum tests and teacher assessment frameworks are set by the Standard and Testing Agency (STA) and Department for Education (DfE).

In 1998 the DfE published the P Scales for pupils aged 5-16 with special educational needs working below the standard of national curriculum assessments. The use of P Scales for reporting assessment in English, maths and science to the DfE has been a statutory requirement at the end of Key Stage 1 and 2. In 2015, the government established the Rochford Review of statutory assessment for pupils working below the standard of national curriculum assessments. In response to the Rochford Review, Pre-Key Stage Standards have been developed to assess all pupils engaged in subject-specific study

working below the standard of national curriculum assessments at the end of KS1 and KS2 from the 2018-19 academic year onwards.

Currently, P Scales 1 to 4 must still be used for the statutory assessment of pupils not engaged in subject-specific study at the end of KS1 and KS2 for the academic years 2018-19 and 2019-20.

A number of assessment tools are available to record pupil's progress linked to the P Scales and describe steps of progress within each P Scale. At Springwater School, we currently use PIVATS. PIVATS breaks down the P Scales for English, maths, science, computing and personal and social development (PSD) and allows teachers to demonstrate the smaller steps of progress that many of our pupils make. Although PIVATS is not a statutory assessment tool, it provides a more detailed measure of pupil achievement and progress than using the P Scales alone.

As well as using PIVATS for summative assessment at the end of each academic year, teachers use it on a termly basis to assess pupils in English, maths, science, computing and PSD. At the beginning of each academic year, teachers set end of year targets for pupils and monitor progress towards these termly. End of year reports for each pupil also include their P Scale and PIVATS assessments.

Following statutory guidance, we will use both the P Scales and Pre-Key Stage Standards for summative assessment at the end of Key Stages 1 and 2 for the academic years 2018-19 and 2019-20. In response to the removal of the P Scales, we are considering the role PIVATS plays in assessing attainment and progress for pupils working below the standard of national curriculum assessments.

4. Analysing and Comparing Pupil Progress

As well as helping us to fulfil our current statutory reporting responsibilities, using PIVATS allows us to compare the attainment and progress of pupils at Springwater School with the progress made by pupils in other schools. To do this, we use software called Comparison and Analysis of Special Pupil Attainment (CASPA). Pupils' PIVATS scores are uploaded into CASPA where they can be compared with the attainment and progress of similar pupils nationwide. CASPA identifies whether individual pupils are making below expected, expected or above expected progress in English, maths, science, computing and PSD, depending on their age, prior attainment and degree of learning difficulty.

An analysis of pupils' attainment and progress is published annually and allows us to compare rates of progress over three years; analyse the current rates of progress by subject, strand and key stage; and show rates of progress according to eligibility for pupil premium, degree of learning difficulty and gender. The annual analysis of pupil attainment and progress also contains a record of the progress pupils have made throughout a whole key stage, for those pupils who have reached the end of a key stage. The analysis of pupil attainment and progress is available on the school website.

The analysis of pupil attainment and progress through CASPA is used by the senior leadership team to inform the School Improvement Plan and Self-Evaluation Form. It enables us to assess the impact of pupil premium spending and the achievements of different groups of learners across the school. The information is also used by Heads of Department and Subject Leaders to analyse progress in their

areas of responsibility. Class teachers use CASPA to understand the progress made by individual pupils in their classes and to plan interventions to support pupils.

As part of the phased move away from subject-specific assessment to assessing pupil's progress towards their personalised learning intentions and the outcomes in their EHCPs, we have begun to develop links with two local schools (The Dales School and Woodlands Academy) for the purposes of external moderation and comparison. We also have links through the Special School Improvement Partnership for comparing and moderating assessment for pre-formal, semi-formal and formal pupils.

5. Assessing Personal Progress

The diagram in Appendix B (page 9) provides an overview of the cycle for personalised, pupil-centred assessments.

Personalised outcomes, or learning intentions, for each pupil are set on a termly basis, or more or less frequently, as necessary. Where pupils achieve rapidly, it is expected that a teacher will adjust expectations or introduce new learning intentions to reflect the pace of learning.

Progress towards personalised learning intentions is assessed and monitored using the Continuum of Skill Development (CSD) from MAPP and recorded in pupil's 'Learning Intention Progress Records'. Progress on the continuum is measured according to four aspects: prompting, fluency, maintenance and generalisation. Each aspect has numerical ratings from 1 to 10, with higher numbers representing higher levels of: independence, speed and accuracy, consistency, and generalisation. Using the numerical ratings, teachers are able to set a starting point for each outcome and decide what level of support each pupil needs. Pupils are reassessed at regular intervals, and the numerical data allows teachers to monitor progress.

In collaboration with our Assessment and Review Officers (AROs), we have been developing the way we write outcomes for EHCPs and strengthening the link between our assessment approaches and EHCP outcomes. In the new North Yorkshire EHCP format, outcomes are organised into long term outcomes and short term outcomes (or the key milestones that will enable a pupil to achieve their long term outcomes). Building on a pilot in 6th Form, we now link pupil's learning intentions to the long and short term outcomes in four EHCP areas: cognition and learning; communication and interaction; social, emotional and mental health; sensory and physical. Linking pupils' learning intentions to the outcomes in their EHCPs is strengthening the process of target setting because the EHCP outcomes are agreed by the pupil, parents, teachers and any other professionals involved in supporting them through the Annual Review process.

As part of the EHCP Annual Review process we try to capture each pupil's aspirations and those parents, teachers and other professionals have for them. The long term and short term outcomes in the EHCP then address any barriers to learning and act as stepping stones towards achieving these aspirations. New 'Aspirations and Outcomes Posters' have been developed for each pupil to highlight their aspirations and illustrate how their long term and short term outcomes link together. The short term outcomes on these posters are the same as the learning intentions pupils work on in class and towards which teachers monitor progress using the Learning Intention Progress Records.

6. Gathering Evidence for Assessment and Moderation

At Springwater School, assessment of pupils is based on a review of evidence gathered from everyday teaching and learning. Evidence of pupil's achievements and progress is recorded through an online system called Tapestry. Tapestry allows teachers to upload photos and videos, record a written description of a pupil's learning and assess against a variety of assessment systems, for example, EYFS descriptors, SEND descriptors and P Scales. Additional evidence is recorded in pupil's workbooks or files, for example, to demonstrate their written work.

Teachers are expected to keep a record of pupil work in Tapestry, workbooks or files and annotate at least two pieces of work each week per pupil, in line with the school's annotation guidance. The annotation guidance was developed in conjunction with teachers and teaching assistants and copies are held in class files or displayed in classrooms.

For the academic year 2018-19, at least one piece of work for each pupil is also levelled weekly and given a P Scale or PIVATS level. These pieces of levelled work are moderated on a termly basis. A consistent format for moderation purposes has been developed in collaboration with staff and is used for moderation sessions.

In Spring 2019, as part of the move away from subject-specific assessment to assessing pupil's progress towards their personalised learning intentions and the outcomes in their EHCPs, we began to moderate the progress pupil's make towards their learning intentions. As well as moderating internally, we are engaging in external moderation with colleagues at The Dales and Woodlands Academy who also use the MAPP approach to assess pupils.

7. Review of the Policy

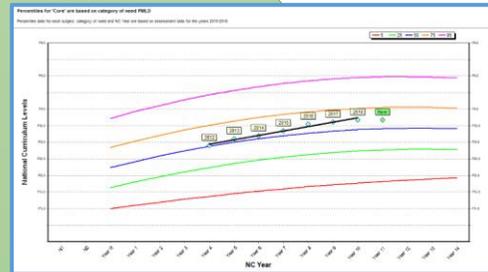
Due to the changes being made to assessment systems in school, the Assessment Policy will be subject to review as and when required.

Appendix A

Termly PIVATS Assessment

PIVATS INDIVIDUAL PUPIL PROFILE CHART			
Date: 11/12/18			
Name: AD			
PIVATS elements	PIVATS exp.	PIVATS level 4 score	PIVATS level 4 score
Listening	2	2	2
Speaking	2	2	2
Reading	2	2	2
Writing	2	2	2
Using and applying mathematics	2	2	2
Number	2	2	2
Shape, space and measures	2	2	2
Scientific enquiry	2	2	2
Life processes and living things	2	2	2
Materials and their properties	2	2	2
Physical processes	2	2	2
Forcing things out	2	2	2
Developing ideas and making things happen	2	2	2
Exchanging and sharing information	2	2	2
Interacting and working with others	2	2	2
Independence and organisational skills	2	2	2
Attitudes	2	2	2

Comparison & Analysis of Special Pupil Attainment (CASPA)



Intervention and Impact Form						
Pupil Name: AD						
DOB: 16/07/2011						
Class Teacher: NS						
Pupil Attainment and Progress 2018-19						
English Basic (May 2018)	Speaking	P23a	Listening	P23a	Reading	P23a
English Basic (May 2019)	Speaking	P23a	Listening	P23a	Reading	P23a
English Basic (May 2020)	Speaking	P23a	Listening	P23a	Reading	P23a
English Target (May 2020)	Speaking	P23a	Listening	P23a	Reading	P23a
Maths Basic (May 2018)	U and A	P23a	Number	P23a	S.E.M	P23a
Maths Basic (May 2019)	U and A	P23a	Number	P23a	S.E.M	P23a
Maths Basic (May 2020)	U and A	P23a	Number	P23a	S.E.M	P23a
Maths Target (May 2020)	U and A	P23a	Number	P23a	S.E.M	P23a

Columns denote: above expected, expected or below expected progress for previous academic year.
 Columns denote: above expected, expected or below expected progress for current year.

Cycle for Subject-Based Assessment and Reporting

Pupils are assessed using PIVATS for English, maths, science, personal & social development and computing on a termly basis.

Each term these assessments are uploaded into CASPA in order to compare the progress pupils are making with similar pupils in other schools.

Levels of progress (below, expected, above) are recorded on each pupil's 'Intervention and Impact Form'.

Teachers use the Intervention and Impact forms to describe how they plan to support and challenge pupils in specific areas. The impact on learning of these different interventions and approaches is also recorded on the Intervention and Impact forms.

Appendix B

Cycle for Personalised, Pupil-Centred Assessments

The aspirations and outcomes from each pupil's EHCP are summarised and displayed on their 'Aspirations & Outcomes Poster'.

The short term EHCP outcomes become the learning intentions for each pupil.

Progress towards learning intentions is recorded in a pupil's 'Learning Intentions Progress Record'. Teachers concentrate on one learning intention per EHCP area at a time, changing these when they have been achieved.

The Learning Intentions Progress Record supports Annual Reviews by showing progress towards short term and long term outcomes and helping to inform new outcomes.

