

# Queensmill School

## Policy on Assessment, Recording and Reporting of Achievement

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### **Aims:**

The school regards formative and summative assessment as an integral part of teaching and learning. We keep accurate records of pupils' achievements, ensuring that assessments are manageable and that they lead to useful information that informs parents and carers and informs teachers' future planning and target setting. We assess pupil's progress in academic terms and also against PLPs (Personal Learning Plans) targets set to help them to overcome the difficulties of their autism, including communication, social and interpersonal skills, flexibility to cope with change and any sensory issues, SCERTS is the primary framework used to support this process. Learning associated with core areas in the curriculum (English, Maths, Science and Computing) also forms the basis of target setting.

We recognise that progress is not only upwards but that our children progress through widening their experiences, maintaining skills and generalising skills. We aim for our assessment to demonstrate the range or progress made both vertically and laterally. We recognise that 'Not all learners develop in the same way. Their progress is complex and may not develop sequentially.' (Quest for Learning, Northern Ireland Curriculum, 2011).

### **Implementation:**

All Queensmill staff contribute to the assessment process and parents/carers are recognised as an important part of the process. They receive information about their child's progress, and are involved through the annual review process and PLP (Personal Learning Plans). Pupils are also involved wherever possible in self-assessment.

Information arising from observations and judgements about the pupil progress helps teachers to plan work, identify areas of difficulty and help pupils to make further progress. These records include comments showing what has been learnt in relation to a specified learning outcome and include references to the context of the work.

### **Monitoring**

In monitoring this policy, the school will ensure that all statutory aspects of assessment are being carried out. The implementation of the assessment policy will be the responsibility of the Assessment Subject Leader and will be monitored by the Headteacher and all members of the Management Team.

New staff members are given induction in planning, assessment and recording by the Assessment Subject Leader who is also available to support and advise all colleagues.

To all staff for comments:

Ratified by governors:

Reviewed: May 2014

Amended: May 2014

Policy reviewed – **January 2021**

Reviewed by .....*F. Ali*.....

Date for next review – **January 2022**

## Appendix 1

The school has an annual Assessment Schedule which maps out clearly when elements of the assessment procedure are to be completed and updated. All data and assessment materials are kept electronically in individual pupil folders.

The following assessment procedures are in place at Queensmill School:

### **Admission Baseline**

The school uses the National Curriculum and EYFS Profile as its baseline assessment tools. This baseline is completed by class teams within six weeks of admission (by the end of the first half term in the new academic year). A baseline report is written at the end of the six week period and a baseline review meeting is held with parents/carers. The baseline report is divided into 2 week and 6 week intervals to reflect the changes the child has made over time since beginning at Queensmill School.

### **Early Years Foundation Stage**

Prior to pupils reaching statutory age for KS1 pupils are assessed using the early years Foundation Stage (EYFS) Profile. Data from this is submitted to the local authority annually; this is then submitted to the Department for Education (DFE). The school has updated its EYFS Profile in light of new government legislation that came into effect in September 2012. The EYFS Profile will report on the following areas:

Prime Areas- Communication & Language, Physical Development and Personal, Social and Emotional Development.

Specific areas-Literacy, Maths, Understanding the World and Expressive Arts and Design.

### **Key Stage 1**

All pupils in their final year of Key Stage 1 must be assessed. Teacher assessments (TA) are administered to all Year 2 pupils in the core subjects. Statutory tasks and/or tests in English and Mathematics are then administered where appropriate (if working at Level 1 or above). No applications are made by Queensmill School for pupils to be disapplied from this procedure. Assessment and reporting arrangements are published annually as required by DFE. All Year 2 teachers will be involved in the end of Key Stage One assessments. Information obtained by these tasks/tests will be reported to parents/carers. Data on pupil achievement is submitted to the local authority annually; this is then submitted to the Department for Education (DFE).

Year 1 Phonic Screening Check-due to their communication difficulties none of the pupils at Queensmill are able to participate in the Year 1 Phonics screening check.

The phonics screening check is carried out with all children in Year 1. Where pupils are unable to access this check due to working at a level below the understanding of grapheme-phoneme correspondences the head can decide that the pupil should not participate; this is likely to be the majority of pupils at Queensmill School.

### **Key Stage 2**

All pupils in their final year of Key Stage 2 must be assessed. Teacher assessments (TA) are given for all Year 6 pupils in the core subjects. This is recording in line with the Rochford Review recommendations that P-Levels P4-P8 should be replaced with Pre-Key Stage assessments in English and Maths from 2018/19. Statutory tests and/or tasks are then administered. Pupils at Queensmill School are generally unable to access the Key Stage 2 tests (they function below level 3) They may, if deemed appropriate, be given the opportunity to undertake the Key Stage 1 tasks/tests. These are not reported. No applications are made by Queensmill School for pupils to be disapplied. Assessment and reporting arrangements are published annually as required by DFE. All Year 6 teachers will be involved in the end of Key Stage 2 assessments. Information obtained will be reported to parents/carers. Data on pupil achievement is submitted to the local authority annually; this is then submitted to the Department for Education (DFE).

### **Key Stage 3**

All students at Key Stages 3 continue to be assessed using the P Scales (incorporating recommendations from the Rochford Review regarding pupils between P4 and P8) and National Curriculum levels. Data on pupil achievement is submitted to the local authority annually; this is then submitted to the Department for Education (DFE).

### **Key Stages 4 & 5**

Students in Key Stage 4 and 5 are also assessed using P Scales, National Curriculum levels and ASDAN awards and qualifications. These are then moderated each year and where students have achieved the correct level of proficiency their awards/qualifications are awarded. Students attending the resource base provisions at Fulham College Boys and Fulham Cross Girls have access to curriculums working towards GCSE, BTEC and OCR Entry Level national accreditations. Access to these curriculum pathways is determined by students autism regulation, academic skills and areas of strength and interest.

### **Reporting to Parents and Carers**

Parents/carers have an entitlement to an annual written report on their child's progress. At Queensmill School this report takes the form of the Annual Review Report which is written in the Summer Term. The progress the their child is making in terms of managing his or her own autism, and making progress despite the impediments of their autism are always reported to parents and carers at every meeting in the assessment cycle.

As a statutory requirement, attendance/absence for the academic year and end of Key Stage 1 and 2 teacher assessments/results are reported with the annual review report. In Key Stages 3, 4 and 5 the school will report to parents once a year as described for Key Stages 1 and 2.

At the end of KS 3 the school will report to parents/carers, on request, on:

- Comparative information about National Curriculum levels of attainment for pupils of the same age in the school.
- Comparative information about National Curriculum levels of attainment for pupils of the same age nationally.
- A statement confirming that national Curriculum levels of attainment have been awarded in accordance with statutory requirements.
- Details of any National Curriculum attainment targets or subjects from which the pupil is exempt.

- A brief account of what the teacher assessment shows about the pupil's progress individually and in relation to other pupils in the same year, drawing attention to any particular strengths and weaknesses.

### **Starting at Queensmill**

Prior to admission, all parents/carers of new pupils are asked to complete the "Starting at Queensmill School" booklet in order to help staff teams have a better understanding of a pupil's individual needs and help reduce initial anxieties. In the secondary department parent/carers are asked to complete a similar document which is age appropriate.

### **Tracking Pupil progress**

The school regularly tracks pupil progress in order to ensure all pupils are making expected or more than expected progress. This is done through the pupil's PLPs. Spring term meetings are held with all teachers using PLP and P-Scales and National Curriculum data. Where pupils are making less than expected progress or more than expected progress a forensic investigation is carried out to determine possible reasons for this and develop possible strategies for those pupils making less than expected progress; and investigate possible reasons why pupils are flourishing and making more than expected progress. All tracking documentation is kept in the class file in the Headteachers room. This is also updated termly.

### **Annual Review**

Annual reviews take place in the summer term. Transition year pupils – Year 5 and Year 9 (where pupils may move on to other schools) will have their annual review in the Spring term. Since this is the review that discusses the pupils' secondary school placement it is vital that the Educational Psychologist is invited to this meeting. Year 5/9 pupils will have a brief summary report at the end of the summer term. This will also report attendance/absence for the year. At the review new PLP targets are shared and agreed with parents/carers and strategies and activities to achieve these are drawn up at the meeting. If parents or carers are unable to attend the meeting, PLP targets are sent home to them for their comments and additions. In some cases, additional reviews are arranged to consider additional support or, in some cases, changes to complex needs that may arise.

### **Personal Learning Plans (PLPs)**

Personal Learning Plans are target setting and tracking devices which focus on two areas: autism and learning. Teachers are responsible for setting personalised targets for students focused on English, Maths, Science and Computing each half-term. These are supported by specific strategies and activities and personalised success criteria, additionally teachers make suggestions and predictions for what the following

target may be following successful achievement of the existing target. Teachers also use the SCERTS framework to creating working targets and suggest potential future targets for Emotional Regulation and Social Communication at the same time intervals.

### **Pupil Profiles**

A pupil profile is started for each pupil on admission. Pupils in the Early years Foundation Stage have an Early Years Foundation Stage Profile. The profile includes:

- Work samples as evidence of pupils' work using the schools agreed assessment format of photographic samples, annotated work and assessment sheets. Work samples in the core subjects are updated on a termly basis. All evidence is linked to specific targets and success criteria on PLPs
- Pen Portraits which give an account of the pupil's individual skills and needs. These are displayed in the classrooms.
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### **Use of Photos and Film Evidence**

Staff take photos of pupils work and pupils participating in activities on a daily basis. These are used as evidence of work samples, kept in the pupil's achievement folder, displayed around the school and given to parents throughout the school year. They are used by pupils to self-assess and participate in their Annual Reviews.

Film is also taken of pupils engaging in activities. These are used to evidence work and achievements and may be given to parents and used by pupils to self-assess and participate in their Annual Review.

### **Standardisation**

Samples of pupils' work in all areas of the curriculum are regularly moderated and standardised using agreed levels. Standardisation subject files are stored centrally. Moderation of work happens both internally, with staff at Queensmill and externally, with staff from similar schools in the borough.

### **Planning**

Planning at Queensmill takes the following form:

- Long term planning (yearly) in the form of a curriculum map for each year group. Early Years follow the curriculum map based on the Early Years Document. There is also a whole school curriculum map covering Key Stages 1-5.
- Medium term planning (termly) in the form of a scheme of work for each year. Learning Objectives are taken from the QCA documentation for individual subjects. Learning outcomes are taken from B Squared and NC attainment targets.

- Short term planning (weekly) taken from the half term planning sheets. These show pupil groupings where appropriate.

### **Recording**

Formative assessments relating to the learning objectives/outcomes are completed on a weekly basis. A summative assessment is completed at the end of the unit.

### **Self- Assessment**

Pupils starting in the Foundation Stage have their own Achievements Folder. These contain success certificates and other forms of celebration and are continued through each successive year. Pupils contribute to the annual review report through self assessment of what they have enjoyed at school and the areas in which they would like to improve.

## **Appendix 2**

### **Overview of Assessment & Target Setting**

#### Process of target setting

Teachers, therapists and the team around any one young person in Queensmill are tasked with setting and reviewing targets on a termly basis. These targets are in two over-arching and over-lapping areas; 'My Learning' and 'My Autism'

As demonstrated in the table above the target setting is responsive to the need for different curriculums across the scope of the school and the expectations from national bodies and parents about what we should be teaching young people.

When setting targets for learning teachers have the following sources of information:

- SCERTS (Social Communication, Emotional Regulation, Transactional Supports) profile.
- Ability of the learner to attend to learning and remain in a calm-alert state.
- Teacher's knowledge of where the learner would be judged using National Curriculum measures (eg. P8) and what progression points are within this curriculum area.

- Oversight and mentoring from senior school leaders.
- Rates of learner progress against previous and current targets.
- Previous PLPs.
- Target banks within the Queensmill curriculums (EYFS, main, Post-16).
- Formative and summative teacher based observations and assessments.
- PFA (Preparation For Adulthood) framework – *for those in KS3 and above*
- Pre-KS1/KS2 assessment tools – *for those in KS1 and KS2*
- EYFS profile – *for those in Nursery and Reception*
- Key performance indicators in National Curriculum subjects

When setting targets for autism teachers have the following sources of information:

- SCERTS (Social Communication, Emotional Regulation, Transactional Supports) profile.
- Ability of the learner to attend to learning and remain in a calm-alert state.
- Oversight and mentoring from senior school leaders.
- Rates of learner progress against previous and current targets.
- Previous PLPs.
- Formative and summative teacher based observations and assessments.
- Liaison and joint planning/target setting with therapists – Occupational Therapy and Speech and Language Therapy

Ensuring appropriateness, accessibility and challenge with target setting

Targets are screened and scrutinised by Senior Leaders before being set by individual class teams. Due to the organic nature of the curriculum development a large resource of targets now exist, which are applicable to a large body of Queensmill young people, through which a progressive learning path can be plotted. Students who have previously been identified as 'experiencing' progression and those identified as Pupil Premium are additionally reviewed by the senior leadership team to judge that their target setting is consistently appropriate, accessible and challenging to ensure they experience and present progression with new learning in line with their peers.



Primarily rigour with target setting is achieved through a culture of teacher empowerment, high expectations and honesty and careful monitoring of learning and outcomes to prevent a culture of '100%-ism' in which young people are set targets which are not challenging to ensure data demonstrates progression.

Additionally teachers complete moderation samples of student progression towards I-Can targets on a termly basis. These moderation samples are then shared with other teaching and therapy professionals as a method for making all aware of progress within the school and good teaching practice which could potentially be applied in their own environments. From this a good practice report is collated which identifies how progress is achieved across the school and provides sign-posts for staff on how to replicate high levels of success and achievement.

How we support young people's learning and progression

- High adult to young people ratio
- Autism specific physical environment adhering to low-arousal principles
- TEACCH strategies across the learning environment
- Sensory integration strategies as part of every-day provision
- Use of augmentative communication tools (eg. PECS, ProLoquo2Go)
- Learning focused around areas of interest and motivation
- Transitional and sensory objects to support learning
- Experiential curriculums
- Person specific targets and learning objectives
- Consistent use of transactional supports as highlighted through the SCERTS framework
- Use of supports and programmes designed by speech and language therapists as part of daily practice and through specified sessions
- Use of supports and programmes designed by occupational therapists as part of daily practice and through specified settings
- Child-led approach to learning and transitions
- Teams presenting learning opportunities to young people when they are in a 'calm-alert' state
- Consistent use of technology to support learning and make it accessible
- Adaptation of the National Curriculum to make it functional and appropriate
- Provision of suitable and relevant qualifications and preparation for adulthood and employment opportunities for post-16 students
- Use of behaviour support plans for all young people to highlight how to avoid potential anxiety and distress

- Small group teaching and learning
- Detailed knowledge of young people and how best to approach and succeed with teaching and learning
- Personalised timetables to allow for the inclusion of therapy, breaks and preferred activities
- Conversation and working partnership with parents, agencies and professionals supporting young people outside of the school environment
- Family support worker to liaise directly with parents

How we report progress and achievement to parents/carers and others

Queensmill has an established 'open door' policy for parents and others. Whenever there is a need to discuss the learning and progression of a young person this happens primarily between the class teacher and parent/carer. PLPs are sent home termly, along with any reports written by speech and language and occupational therapists. When a new student joins the school we perform a 'baseline' review, looking at various elements of their understanding of their own autism, communication skills and curriculum skills. We consider these areas at both two and six weeks into their school journey and then meet with parents to discuss our, and importantly their, views.

At the end of each year student progress and achievement is captured holistically through the school annual review report, which also includes a list of skills and knowledge they have acquired through a description of the things they can now do. If a young person has an EHC progression towards the outcomes in this document, this is also discussed, recorded and reviewed.