

**Ysgol Y Deri**

**Assessment Policy**

**Introduction**

Assessment is the process by which pupils, staff and parents gain an insight into learning, achievement and progress.

This policy helps:

* **pupils** to:
* recognise and take pride in their own achievements,
* recognise areas and skills that need to be strengthened,
* become involved in planning their own future learning,
* record their own achievements and share these with others.
* **staff** to:
* have a knowledge of each pupil’s particular abilities, skills and understanding,
* plan future learning targets for individual pupils and groups of learners.
* plan future teaching through evaluation of materials, resources and strategies.
* **the** **school** to:
* provide continuity and progression within school, to home and beyond.
* evaluate effectively whole school curriculum planning and practice,
* meet statutory requirements.
* provide data.
* contribute to effective transitions.
* **parents/carers** to:
* know how their child is doing,
* be aware of how best to help and encourage at home, participate in celebration of achievements.

**Definitions**

***Assessment***

Assessment is an integral part of the teaching and learning process and reveals what a pupil knows, understands and can do. It provides for future planning. It involves making judgements about the nature and quality of pupil’s work and achievements on the basis of clear criteria.

***Recording***

Noting and keeping quantitative information about a pupil’s learning, performance and achievements.

***Reporting***

Providing accurate and meaningful information about progress and achievements to pupils, parents and professionals.

**Aims of Assessment**

* To increase the use and consistency of assessments within the schools and to use the information to inform teaching and planning, thus raising standards of achievement for each pupil.
* To ensure that pupils’ work is evaluated using agreed and consistently applied criteria.
* To serve the requirements of the National Curriculum programmes of study, testing and examination syllabus requirements, the SEN Code of Practice and any other pedagogical aims that are important to the schools.
* To ensure that assessment arrangements are manageable and effective and are used by all to inform future teaching and planning therefore enabling continuity and progression in the schools.
* To ensure that pupils’ work is regularly and effectively responded to so that they are provided with supported feedback about their performance.
* To ensure that the arrangements are manageable and effective in monitoring the progress of individual pupils.
* To inform parents and other professionals of a pupil’s progress
* To ensure the pupil’s achievements are recognised, shared and celebrated and in turn that the school’s effectiveness is demonstrated and recognised.

**Forms of Assessment**

**Formative** assessment takes place across the whole range of curriculum experiences; it focuses on the whole child not just on areas of impairment. It involves the pupil and should take into consideration unfamiliar people/environments. It should be evidence based but manageable and is used to identify progress and the need to re-evaluate targets. Formative assessment recognises the positive achievements of pupils on an on-going basis and informs planning.

**Summative** assessment records the overall achievement of pupils in a systematic way. It takes place at the end of a unit/module/year/key stage. It uses standardised materials and is moderated to make comparisons and ensure consistency. It is also used to evaluate the effectiveness of the school’s curriculum and leads to recognised accreditations / qualifications at Key Stage 4 and Key Stage 5.

The process of assessment is supported by a number of key principles.

To provide effective support in the classroom, assessment should:

• Be integral to the processes of curriculum planning, teaching and learning.

• Take account of previous levels of pupil performance and be capable of detecting any significant changes.

• Indicate learning successes and identify weaknesses.

• Focus on learning processes as well as learning outcomes.

• Be based upon criteria that are clear and precise.

• Be objective and consistent.

**Organisation**

* Pupils at Ysgol y Deri are working between Routes for Learning and Level 4 of the National Curriculum. This information does not effectively demonstrate our pupils’ substantial efforts to acquire additional skills and knowledge during their school life.
* External assessment – eg. psychologists, SALT, OT, medical etc adds to the broader picture of our pupil’s profiles therefore adding to the quality of the teaching and learning process.

***Routes for Learning / Dales Assessment Scale***

Where pupils are working at PLevels 1-3 and are expected to make very gradual progress, requiring lots of repetition of the same activities and have physical or sensory difficulties as well as a profound learning difficulty, they are assessed using the Routes for Learning (RfL) and Dales Assessment Scale (DAS) systems.

Most assessment instruments, even those focusing on early development or designed for learners with learning difficulties and disabilities, assume that children will follow a ‘normal’ pattern of development. RfL considers the complex needs of learners with profound and multiple learning difficulties and the interaction between the sensory impairments, motor disabilities and medical problems that many of them experience.

By using the DAS to record progress for these pupils, we can show small step achievements in 4 key areas: prompting, fluency, generalization and maintenance.

***3-14***

We currently use the B Squared / Connecting Steps assessment package. This allows for levels of achievement to be recorded prior to entering level 1 and also up to level 5 of the National Curriculum. The results are shared with parents at Annual Reviews, Governors and, in addition to being able to track individual attainment in the core areas, this scheme also lends itself to whole school target setting.

Statutory assessments are completed at the end of Years 2, 6 and 9 and these results are submitted to the authority and Welsh Government (WG).

Foundation Phase Profiles are completed annually for those pupils in reception year. This was introduced in 2015 by WG and allowed Ysgol y Deri to assess the literacy, numeracy and physical skills of our youngest pupils.

These profiles are completed in subsequent years in the Foundation Phase to monitor progress.

***14-19***

We currently use B Squared / Connecting Steps assessment package for pupils working below Entry 1. For pupils working above Entry 1 we use bksbLIVE, an online platform that provides one central point of access for initial assessments, diagnostic assessments, learning resources, skill checks, revision scenarios and data analysis.

Learners can access their own portal, anywhere and at any time, and staff have access for tracking, reporting and managing learner data.

Both packages allow for levels of achievement to be recorded regardless of level.

The results are shared with parents at Annual Reviews, Governors and, in addition to being able to track individual attainment in the core areas.

**Assessment for Learning (AfL)**

Assessment for Learning is the process of finding out where learners are within a learning continuum, where they need to go and how best to get there.

AfL is incorporated into teachers’ planning. Lessons are evaluated and the next step planned for each pupil. All pupils are encouraged to contribute to their achievement and progress in learning.

Pupil achievements are celebrated with them and others in class times and during assemblies.

Assessment for Learning:

 • is part of effective planning

 • focuses on how pupils learn

 • is central to classroom practice

 • is a key professional skill

 • is sensitive and constructive

 • fosters motivation

 • promotes understanding of goals and criteria

 • helps learners know how to improve

 • develops the capacity for self and peer assessment

 • recognises all educational achievement

Ysgol y Deri’s assessment for learning strategy plan focuses on 4 main areas:

* learning objective led lessons
* questioning
* effective feedback
* peer and self-assessment

It focuses on 3 phases of development within each are to encompass the developmental level, ages and abilities of all our pupils.

*At present, this plan is currently under review.*

**On Entry**

When the local authority requests statutory information, teachers assess and collate reports to contribute to the Statement of SEN

All pupils will be assessed using the appropriate assessment system within 6 weeks of entry

Parents are invited to meet with teachers to review IEP targets, monitor progress and discuss / establish future targets.

All IEPs are shared among all staff concerned with individual pupils and are jointly planned with the pupil wherever possible.

**Records and Record Keeping**

Teachers use records to review pupils’ progress, set appropriate targets for the future and to form the basis of reports. Records are kept in many ways:

* teacher’s planning and observations
* pupil’s work
* teacher’s notes
* photographic and video evidence
* reading tests
* individual BSquared planning profiles
* end of year pupil reports
* Foundation Phase Profiles
* Annual reviews
* IEPs
* RfL Routemap and DAS recording sheets
* Pupil MAPP/Learning Pathways in post 16

**Reporting**

At Ysgol y Deri, we value and encourage open communication with parents and with other professionals. For some pupils, home-school books are used to maintain written communication between home and school settings and will include comments about the experiences / activities offered to their child on a daily and/or weekly basis, along with comments relating to progress and reactions to the experiences and activities.

Parents may make an appointment at any time to discuss any aspect of their child’s progress or well-being as well as attending formal meetings e.g. Parents’ Evening, Annual Reviews etc.

Any reports on pupil progress should be an accurate statement of the achievements of pupils. They should have a clear format and written in readily accessible language.

They should be given regularly to parents and conform to the statutory requirements. Parents as far as possible should be involved in this process encouraging a team approach to pupil’s education.

***IEPs***

An individual education plan is a working document, useful to all staff working with pupils and constantly at hand: it should be a working document and used to record progress of pupil targets. IEPs are written and reviewed 3 times a year.

* targets should be SMART – specific, measurable, achievable, realistic and time-related so that everyone can see when each one has been met
* wherever possible, the pupil should be involved in the setting of targets.
* targets should be written in jargon-free language and clear to all concerned – not least the pupil.
* teaching / behaviour management strategies are described with details of who will deliver them, when and where necessary resources are listed .There is a date for review.

***Annual Review/Transition Plan****.*

Each pupil at Ysgol y Deri holds a Statement of Special Educational Needs that must be reviewed annually. There is an established rolling programme for Annual Reviews. Parents, social workers, therapists and other agencies involved with individual pupils are invited to Annual Review meetings. A copy of the review reports is sent to all those attending the Annual review meeting.

The review should ensure that:

* Targets in the statement are being met.
* The pupils’ needs are reviewed regarding placement, resources, relevant curriculum provision, modification or disapplication from aspects of the curriculum (with relevant substitutions where necessary)
* Any new targets are established for future educational provision.
* The statement is relevant in view of the pupil’s performance during the previous year.
* Transition Plan. The Code of Practice recognises the need for a change of focus in the review of pupils from Year 9 onwards. This review must include a Transition Plan thus bringing together all agencies involved with individual pupils.

***Annual School Report***.

Reports are sent home to parents/carers of each pupil during the Summer Term.

Reports promote and provide

* good home/school relationships
* information for parents
* an opportunity for discussion with parents
* information with outside agencies
* targets for the children and class teachers
* an opportunity to celebrate achievement

The report should indicate:

* How the pupil is progressing in subject areas, including where applicable, results obtained at the end of relevant Key Stage.
* Any results gained in external examinations.
* All subjects and activities studied as part of the school curriculum.
* Information on general progress.
* Attendance records, including non-authorised attendances.

***Record of Achievement***

Pupils at the end of Year 14 (or the year that they leave school if before) will be issued with an RoA which celebrates pupil achievement via qualification certificates, celeratory work and certificates of achievement.

**Links with other Agencies**

Ysgol y Deri has strong partnership links with various agencies including health professionals, educational psychologists, Intensive Support Services, Careers Wales, Social Services and respite providers.

Information is often requested from these agencies who will usually have detailed knowledge about individual pupils.

*This policy was reviewed and ratified by the Governing Body: September 2016*