

ASSESSMENT AND RECORDING POLICY



Mandeville school

Date of completion 20 Jan 2019

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Date for further review: Jan 2020

Principles

At Mandeville school we define progression as the development of skills and the generalisation and application of these skills across a variety of situations. Pupils also make progress in their personal development, in aspects such as attitude, emotional development, confidence and self-esteem. Progression may also be shown as a pupil having developing knowledge and understanding and increasing opportunities and experiences. For some pupils progress may be seen as the prevention, slowing down or management of regression.

Recording and Assessment do not stand in isolation but are an integral part of teaching. Assessment is a continual process of planning and review, which informs our teaching. The Mandeville Curriculum currently forms the basis of pupil assessment for Communication and Language, Literacy, Maths, Personal Social and Emotional development, Physical development. The Mandeville curriculum stands alongside the assessment for individual pupils and shares the same learning areas as the early year's foundation curriculum. Every pupil has a baseline assessment using the Mandeville Curriculum when they start at Mandeville. This is represented on a tracking document and colour coded so that progress in all learning areas can be seen on a yearly basis.

Pupil progress at Mandeville School is measured from every pupil's individual starting point. The starting point is established at the pupil's Annual Review and formally reassessed at their following Annual Review. The starting point for every pupil is the learning outcomes that pupils are working towards.

Every pupil has an Individual Education Learning Plan (IEP). The learning outcomes set in the IEP are informed by three key factors: the pupil's Education Health and Care Plan (EHCP), the individual progress made in the Mandeville Curriculum and input from parents and therapists. Learning outcomes in a pupil's IEP are regularly monitored and assessed. Pupils have a minimum of two and maximum of five learning outcomes for each of the learning areas. A formal assessment takes place at the end of every term and new data is entered on the IEP. Every pupil has a tracking sheet indicating how they are progressing through the Mandeville Curriculum. The tracker also highlights areas requiring additional support. Progress in every area of learning is continually assessed and recorded; progress-focused termly discussions take place between the teacher and a member of the senior leadership team.

Outcomes



Two sets of data are entered on a bespoke Mandeville assessment tool that has been created on SIMS.

1. Data is gathered a full term after a pupil's Annual Review. On SIMS we refer to this as 'Interim Data'.
2. Final data is gathered prior to setting targets for the next Annual Review.

When gathering data, 'WEA' criteria are used to assess a pupil's progress in relation to each learning outcome:

W - Working towards. A target is sometimes met where the skill/knowledge is starting to be acquired and is demonstrated correctly - but is not yet consistent

E – Emerging. A target is met on many occasions - but not yet consistently.

A – Achieved. A target is consistently met with a range of people and in a range of contexts.

Pupils who are working at a pre subject-specific level [P level 1, 2, 3 and 4] are also assessed according to their 'engagement' with each learning outcome. This is as a response to the Rochford Review (2016) and recommendations. Engagement is considered for every learning outcome. Consideration of engagement includes responsiveness, curiosity, investigation, discovery, anticipation, initiation and persistence. For each learning outcome we consider which of these areas of engagement is most appropriate to measure.

Assessment of pupils is a multi-disciplinary activity involving teachers, nursery nurses, classroom assistants, therapists and educational psychologists and other professionals. Parents have an essential role in this and are actively encouraged to participate, for example through home school diaries, the annual review meetings, home visits by school staff, and by contributing to their child's Learning Journey.

Assessment for Learning (AfL)

AfL is the process of seeking and interpreting evidence for use by learners and their teachers to decide what stage learners have reached in their learning, where they need to go and how best to get there. Assessment produces information to be acted upon. It informs planning for both individual and groups of pupils and indicates the next step in short and long-term planning.

Therefore assessment is a key feature of teaching and learning. It helps school:

1. Ensure that the school aims and learning needs of the pupils are met and that pupils make good or outstanding progress.
2. To recognise and celebrate pupil achievement.
3. To track the progress of individual and groups of pupils and thereby identify what



school does well and what it needs to develop.

4. Monitor the appropriateness and impact of the curriculum and school provision

Practice

Baseline assessment

All pupils are assessed using The Developmental Mandeville Curriculum. The curriculum is divided into two. Curriculum 1 supports pupils working on pre subject specific skills and concepts. Curriculum 2 supports pupils working on subject specific skills and concepts. Curriculum 2 follows curriculum 1 in terms of developmental outcomes.

Due to the fact that pupils at Mandeville have spiky learning profiles all pupils have a baseline assessment using both curriculums 1 and 2. This gives a depth to the learning profile for every individual pupil and shows where support for learning is needed. The baseline informs teachers, what the pupil should be supported to learn next.

The curriculum is developmental and reflects the P level or Pre Key stage Standard that a pupil is working within.

The pupils IEP's are regularly monitored and progress on targets is measured and updated every term. The data from the IEP informs the progress the pupils make. Every pupil has their progress scrutinised with the teacher and a member of the leadership team in termly pupil progress meetings. The meetings assess how well the pupils are achieving the IEP targets and action points for pushing pupils further and supporting them to achieve their foci is established.

In assessing a pupil's needs the teacher would refer to the following sources-

- Education and Health Care Plan
- Therapy reports
- The pupil's past and current records which may include reports from other professionals
- Learning journey
- The Annual Review report and any recommendations.
- Home visit records
- Behaviour support plans if relevant
- Health and medical reports if relevant.
- Reports on additional provision e.g. rebound therapy
- Liaison with previous staff
- Blue observation and recording of progress folder

The Speech and Language therapist use a variety of assessment tools to support the



assessment process, or support class staff to use, the Anne Locke Living Language, Derbyshire Language Scheme (DLS), Pre-verbal Communication Schedule (PVCS), Affective Communication Schedule (ACS). The therapists also do initial and ongoing assessment and therapy programmes for pupils. These are a valuable contribution to the pupils' assessment and help provide a broader understanding of pupils' needs.

Standard Assessment Tasks

SATS do not currently correspond to the developmental level of our pupils and are not relevant to their educational needs. Each year we explore the appropriateness of SATS in Years 2 and 6 and apply/disapply accordingly.

Pupil Involvement

Where possible pupils play an active part in assessment. For example, in plenary sessions pupils can be encouraged to share examples of their work, collectively evaluate those examples, indicate things they have enjoyed and explore their reasons. Pupil involvement helps to develop skills for self-assessment and promotes pupils' self esteem and self-confidence.

Pupil involvement can provide additional useful information for the teacher and contribute to the broader picture of the child. For other pupils this is more of a challenge and will require a more creative approach, e.g. the teacher providing an atmosphere of 'celebration' during a Plenary Session.

Pupils are given the opportunity to be involved in their assessment, for example through selecting examples of work for their Learning journey. Pupils are encouraged to evaluate their own work through facilitated communication such as pointing, Makaton signs and PECS. Some pupils may be at the earliest stages of indicating which they like or which is their own work, whilst others may be able to begin making comparisons and judgements. For example, pupils may be asked to compare their last piece of work with the present, e.g. "Which do you think is better?"

Moderation

Internal moderation is the process by which we ensure that all teachers have a shared understanding of the assessment statements, leading to consistent assessments of pupils' learning and progress. It is the process by which we review our assessment practices, regularly sample pupils' work (including video and photo evidence), and evaluate our findings and act upon these findings to improve teaching and learning. Therefore internal moderation involves the two processes of agreed understanding of assessment statements and verification of judgments.

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Friday mornings are dedicated for class teams to work together across both departments. The work includes the moderation of pupil's engagement in order to establish a shared understanding of the seven different areas of engagement recommended by the Rochford Review.

Our assessments aim to be:

- Rigorous
- Valid
- Reliable
- Relevant
- Flexible
- Transparent
- Clear format which is accessible to all staff and parents

External moderation is the process where we work with other schools with a similar intake of children to assess our interpretation of P level and Pre key stage standard. We work termly with a hub of schools in Ealing for EYFS moderation. Ealing special schools assessment hub is working together to offer cross-school moderation for P levels 2017-2018. Mandeville is an active part of this group. The hub is currently working together to establish ways of introducing the Engagement profile.

In October 2017 the final report from the Rochford review was published.

Response from Mandeville to Rochford recommendations:

1. Mandeville teachers have worked together to use engagement as a way of assessing pupils. When a pupil in Mandeville is working between P level 1 and P level 4 engagement is used as a tool to assess progress. Their IEP targets will be taken from Mandeville curriculum 1.
When assessing whether a pupil has achieved their individual targets on their IEP the 7 areas of engagement are considered in order to make the judgment. This is shown on pupils IEPs and measured termly.
2. Those children at Mandeville working between P level 4 and 8 will be assessed using the interim pre-key stage standards. ('I can....' Statements) these statements are in Mandeville curriculum 2. This is also reflected in the pupils IEP.



3. Mandeville will continue to assess and report on all four areas of learning in the annual review and IEP's as recommended in the SEND code of practice.
NB Cognition and Learning is the only statutory area of the 4 areas outlined in the SEND code of practice recommended for assessment. The four areas include:
 1. Communication and interaction – Communication and Language
 2. Cognition and learning – Literacy and Maths
 3. Social, mental and emotional health – Personal Social and Emotional
 4. Sensory and/or physical – Physical

4. The new termly IEP's have been adapted to report on achievement for:
 - A. The level of engagement for the targets set in Communication and Language, Literacy, Maths
 - B. I can statements

This information will then inform the Annual Review reports. Pupils may achieve in both 'engagement' and with 'I can statements'.

P level and Pre key stage Standards.

We continue to measure a pupil in terms of their P level for those pupils working within P1, 2, 3 and 4 to ensure that the school can benchmark against other schools and meet statutory obligations. The Mandeville Curriculum 1 shows which P level a pupil is working within.

P levels are recorded as part of the annual review. Assessment records are available for parents to view, comment on and contribute to during the annual review.

For those pupils working within Pre Key stage Standards, the Mandeville Curriculum 2 shows which Pre Key Stage Standards a pupil is working within. Pre key stage standards are recorded as part of the annual review.

In order to achieve a true picture of a pupil's progress and development it is essential to refer to:

- Mandeville Curriculum assessment tracker showing a pupils learning profile
- IEP data which shows levels of progress from the pupils starting point.

Gathering data to inform progress decisions.

Every pupil has photographic evidence and video evidence showing and demonstrating progress that is presented to parents at the annual review. The evidence is also used by the teacher to discuss next steps with the class teams.

Class staff regularly write formal observation notes related to pupil's targets. They also formally record any learning that takes place that has not been planned for.

Every pupil has a blue observation folder. This is divided into the 7 learning areas and

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relevant observation notes are added to each section.

The information gathered includes:

Pupil: Observer: Date:
Context: 1:1 small group whole class
Location:
Target: 1 2 3 4 5 Working Emerging Achieved
Level of Support: Physical Prompt, Gesture, Verbal prompt, Independent
Comments:



Learning Areas: PSED C&L PD L M UW EAD

Next Steps for learning:

This information is used to establish whether pupils are working towards, emerging or achieving their targets. The information gathered also informs the next steps for learning.

See Appendix A - Guidelines for observation and recording progress.

Every pupil in the school has a learning journey which demonstrates progress throughout EYFS KS1 and KS2.

All information regarding what documentations should be completed by teachers and where information should be stored is regularly updated and given to teachers. The information that teachers gather documents the progress that a pupil makes throughout their time at Mandeville.

See appendix - B

An annual progress report is produced on the progress all pupils make against their IEP targets and analyses progress according to; the pupils P level, gender, whether they are on pupil premium and if English is a second language.