



Assessment, Recording and Reporting Policy

1. Assessment

Assessment is a means of identifying the progress which pupils make. It should help reveal what a pupil can do, knows and understands as well as assisting in the planning of a route for further developments. Assessment procedures at GANF seek to identify pupil's successes and highlight areas of development. Teacher assessments are an on-going practice and can show how well a pupil is developing across a whole subject, over a period of time. GANF uses a variety of assessments to meet the needs of individual pupils.

The purpose and aims of assessments are to develop the whole child and to continually improve the quality of teaching and pupil learning within the Fellowship.

This will be done in the following ways:

- i. Through progressive assessment where following a course, pupils will be assessed to see what learning has taken place and to ascertain the effectiveness of teaching methods, pupil groupings and resources.
- ii. Formative assessments will use information gained through assessment to improve planning and address the continuity of learning to ensure future learning is matched to individual needs. Staff will assess work when completed by highlighting strands of the mission that they have covered; the assessed pieces of work will be useful when teachers assess the B Squared levels of pupils.

The Principles of assessment are that it

- i. Will be an on-going tool involving systematic observation and recording
- ii. It will be worthwhile and useful for teachers, parents, carers and pupils
- iii. It will provide continuity between teachers within GANF and between academies.
- iv. It will help the pupils to develop skills for reviewing and evaluating their work and behaviour and to participate in their own target setting for improvement

2. Forms of Assessment used

B Squared

B Squared provides a means of assessing pupil progress below Level 5 of the National Curriculum in small steps and gives a helpful range of assessment for pupils who are working towards Level 1 from P levels. The target setting process is informed by the assessment so that appropriate targets can then be set.



GCSE assessment process

- Every pupil follows subjects that we believe allows them to develop their strengths and interests
- Pupils will undertake compulsory core subjects: English, Maths and Science
- The range of subjects will allow our pupils to make the best progress
- The 14 – 16/GCSE route is broad and balanced

Pupils have the opportunity to gain 7 GCSE's within our offer. The GCSE's undertaken are:

English Language

Mathematics

Combined Science (2 GCSE's)

Geography

History

Statistics

Target Setting

Targets are set through pupils conducting GL Assessment Progress Tests in English, Maths and Science and mocks in Geography and History. These results, along with teacher judgement, enable the GCSE teaching staff team to predict an individual's GCSE grade. These are then checked and signed by SLT.

The GCSE trackers are tailor made and designed to work alongside a specification. Key areas are identified and specific strands are broken down into small, achievable steps.

The relevant data is then put into the subject specific GCSE tracker and this allows the GCSE teaching staff team and SLT to monitor pupil progress.

MAPPS

MAPPS tracks pupils who are making lateral progression. A significant number of PMLD pupils make very small steps during a year. MAPPS allows us to show their progression by setting targets that can be tracked against a continuum of competency and ability against a particular skill.

Engagement Model

From September 2021, it became a statutory requirement to use the Engagement Model to assess pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at Key Stage 1 and 2. However, the Engagement Model can be used across all key stages, although there is no statutory requirement to do so. Schools are not required to submit progress data to the Department for Education (DfE), however they must report which primary-aged pupils are being assessed using the model. The model focuses on assessing pupils through 5 areas, those being exploration, realisation, anticipation, persistence and initiation. It should be used to assess pupils' progress and development regularly throughout the year.



Personal Learning Intention Maps (PLIMs)

These are used at Sandon to ensure that relevant learning opportunities are planned around targets based on outcomes from the pupils EHCP. Therefore, the plans incorporate targets from other professionals such as physiotherapy, Speech and Language, Occupational Therapy as well as other needs identified by the Class team. They are key documents that drive the personalised curriculum.

Pupils in Key Stage 1, 2 and 3 are given PLIMs targets which are set on a termly basis which break down the targets into SMART targets. These are evaluated at the end of each term by the Class Tutors.

SILSAF

SILSAF assesses pupil's progression through life and living skills and as such we feel that this is more appropriate for our Key Stage 5 pupils. It is based around 5 Key Modules those being

- Independent Travel
- Kitchen Skills
- Work Based Learning
- Home Management
- Accessing the Community

Each module contains a series of living skill tasks with an Individual's progress being tracked over time.

Testing – Appropriate pupils only

NGRT and NGST

New Group Reading Test (NGRT) is a standardised group reading assessment that consists of multiple-choice sentence completion questions. NGRT enables specific staff to monitor the progress and ability of individuals and groups. It has been designed to be relevant and engaging to pupils and can be administered easily in the classroom. These assessments can also be used to identify where intervention may be needed, and then to monitor impact and progress made.

New Group Spelling Test (NGST) is an adaptive assessment which allows the monitoring of spelling skills, benchmarked against the national average. The questions are delivered via audio and the assessment is adaptive – meaning that questions change based on pupil's responses, so more able pupils can be challenged whilst ensuring that pupils are kept engaged. The reports provide the Standard Age Score (SAS), allowing you to compare each pupil's performance with other children of the same age, and track progress.



Digital Test procedure at Ambergate

The NGRT and NGST assessments are carried out twice a year, once in May and again in the following October to allow progress to be monitored.

The results are then sent to the relevant staff for them to read and act accordingly on, should the results require them to do so. The data is also examined by both the Sendco and the Teacher in Charge of Interventions and should it be deemed appropriate that any individual pupil, or number of pupils, would benefit from receiving a course of intervention this is discussed with the relevant staff and the appropriate course of support for the pupil is promptly put in place.

These assessments give staff the information needed against to make comparisons in relation to value added and pupil progress.

3. Moderation and informing the Assessment process

The following steps will be taken to moderate the assessment of pupil's work and progress and aid the process of keeping parents and carers informed and assisting in the process of planning individual and group lessons:

- i. Internal moderation procedures to ensure that teacher assessments conform to the criteria required by Qualifications and Curriculum Authority (QCA)
- ii. Internal moderation to ensure that individual teacher judgments are corroborated to achieve 'best fit' rounded judgments when completing the B Squared individual pupil profile
- iii. Setting targets as part of the annual review process and setting next steps

Collecting a variety of evidence to support teacher assessments:

- i. Individual pupil assessment (BSquared)
- ii. Teacher notes/observations - medium term planning internal recording system

4. External Moderation

GANF is part of an external moderation programme which includes a variety of schools within the county. There are two meetings for English, Maths, Science, PSHE and Computing every academic year where each school brings 3 pieces of internally moderated work from each key stage. This allows for internal moderators judgements to be checked. Reports from the moderation are then reported back to staff and governors.

5. Annual Review

This outlines pupil progress in the following areas:

- i. P levels or National Curriculum levels in all subjects covered
- ii. B Squared levels in English, Maths, PSD, science and computing/ICT
- iii. Pupils progress over the part of the year and progress towards meeting the overall objectives in the EHCP



- iv. Targets set in previous review or since EHCP was issued, and comments on levels of achievement to date
- v. Additional targets against which the pupils educational progress will be assessed during the coming year and at the next review
- vi. Pupils attendance throughout the year
- vii. An annual report on progress is prepared by each of the subject teachers and by the Form Tutor which indicate:
 - How well each pupil is doing in all National Curriculum subjects
 - How well each pupil is doing in other subjects and activities which are part of the GANF curriculum
 - How well each pupil is getting on in general
 - Amendments are made to the EHCP, where appropriate.
 - All leads complete EHC trackers throughout the academic year, this ensures that all pupil outcomes are kept up to date.

GANF believes in providing regular opportunities for teachers to communicate with parents and carers about how their child is progressing and how they can support their child's learning. This process of communication is also supported by the use of home/school planners as a means of teacher/parent liaison.

6. Additional Tests

Assessment of and for learning is essentially ongoing, and should be seen as an integral part of a learning process. The main purpose of assessing a pupil is to enable him/her to make the best possible progress in the development of skills, knowledge and understanding.

Within six weeks of joining the school, pupils will be monitored closely, allowing teaching staff to gain an indication of an individual's levels. A reading comprehension test (NGRT) where applicable, will be carried out and this information will be shared with the appropriate staff so that they can plan accordingly for individual's learning needs at that time. Relevant staff will meet to discuss progress of an individual and to carry out the process of base lining. Through teacher discussion and work analysis of an individual, a judgement will be made about the level to which the individual is operating at, in English (Speaking/Listening, Reading and Writing) and Maths. This will provide staff with benchmark information against which to monitor progress.

From these results and the previous test data, the individual can then go onto be benchmarked in all curriculum subjects. This benchmarking allows staff to have an understanding of an individual's level and the appropriate support can be given. These assessments will give staff the information needed against which to make comparisons, at a later stage, in relation to value added and pupil progress.



7. Assessments made by other professionals

If a pupil is receiving speech and language support, occupational therapist and/or physiotherapy they will provide reports for the annual review. The pupil may also, if necessary, be monitored by an Educational Psychologist.

Assessments made by these professionals will be used to support the teaching strategies and learning outcomes for the pupil.

8. How is the data collected to be used?

All information including B Squared will provide evidence of individual performance year by year with the same pupil.

- i. It will provide individual pupil performance against the class results.
- ii. It will provide individual pupil performance against LEA, cohort groups and special academies.
- iii. It will provide value added data.
- iv. To monitor the achievement of different groups of pupils.
- v. Pupil achievement in different subject areas.
- vi. To analyse whether pupils make consistent progress throughout the fellowship.

To identify what aspects of curriculum and teaching need to be strengthened.

- i. To inform Governors, Parents, Carers, Local Authority and OFSTED
- ii. To set yearly targets for pupils

9. Policy Review

GANF considers the Assessment, Recording and Reporting Policy document to be important and the Senior Leadership Team will undertake a thorough review of both policy and practice each year and report to the Local Governing Body annually.