**Foxfield School**

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**Planning, Assessment, Recording and Reporting**

**Updated**

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**Aims, purpose and philosophy**

*“Assessment is at the heart of an effective curriculum and is a fundamental part of good teaching and learning. It enables learners to recognise achievement and make progress, and teachers to shape and adapt their teaching to individual needs and aspirations.”*

*(From Progression Guidance 2011)*

In keeping with the ethos of Foxfield School and with the guidelines of the DfE and National Curriculum, assessment at Foxfield strives to ensure that all pupils have the chance to succeed, whatever their individual needs and the potential barriers to their learning may be. Continued monitoring of pupils progress gives a clear picture of what each child is doing. It is important that the teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning.

The structure of the assessment system aims to provide opportunities for all pupils to:-

* learn and to achieve,
* to promote pupil's spiritual, moral, social and cultural development
* prepare them for the opportunities, responsibilities and experiences of life,
* assessing their ability and progress,
* recording their progress in a meaningful way
* reporting this progress to parents and relevant bodies.

This is achieved by a comprehensive and cross referenced system involving the planning of lessons, the use of IEP’s and the use of formative and summative assessment data. The school’s assessment policy meets all statutory requirements.

Therefore the assessment informs and drives the planning and the planning encourages the pupils to fulfil their potential. Assessment at Foxfield strives to join up all the elements and systems involved in monitoring and assessing progress and creates a cohesive and relevant approach which supports teaching and learning and the development of pupils and the school as a whole.

**Assessment Systems and Recording**

Assessments at Foxfield aim to be recorded in a way that is meaningful and useful to the teacher and the pupil, and easily facilitates feedback to parents, other teachers, pupils and other key stakeholders.

Any recording system must be workable, and consideration needs to be given as to how much and what kind of information should usefully be recorded and kept. Each of the systems listed below overlap and therefore impact on each other in some way. This supports the need to see all these systems as whole and not separate documents. The different systems should complement each other and provide a holistic summary of the pupil’s attainments, progress and future areas of development.

**‘P’ Scales**

The ‘P’ Scales are a set of indicators for recording the achievements of pupils with Special Educational Needs working towards level one in the national curriculum programmes of study. For pupils who are working towards level 1, ‘P’ scales provide a means of assessing attainment and progress over time and across a range of contexts. At Foxfield information can be used in reporting to parents with more detailed information on pupils’ progress in relation to the curriculum that they are following. ‘P’ scales are used at Foxfield to support summative assessment, enabling staff to make and record judgements about pupil’s attainment at set times in the year. They also provide information for setting targets and for whole-school improvement.

**PIVATS**

**PIVATS** is an extended version of P Scales. As such, it replaces the P scales for English, Maths, Science, ICT and PSD. Each of the level descriptions expressed as P1(i) to P8 and 1C to 4. These have been differentiated into five sub levels to lead to the P Scale milestone and national curriculum level.

At Foxfield PIVATS are used when making summative assessments. Teachers use PIVATS to make rounded judgements about their pupils' attainment to apply a 'best fit' assessment. The PIVATS performance indicators have been designed to reflect 'can do' statements to assist effective assessment.

To produce more accurate assessment and create a cohesive assessment system, Foxfield has adapted the P levels for subjects not covered by PIVATS. Each subjects P levels has been broken down into 5 sub levels in line with PIVATS. These in-house sub levels are used for assessments for Art, DT, Music, History, Geography, ILS and R.E. with progress being measured and reported on by each subject coordinator.

**Rochford review**

The Rochford Review was tasked with the challenge of identifying the best way to ensure that pupils who have not completed the relevant key stage programmes of study (and are therefore working below the standard of statutory testing arrangements) have the opportunity to demonstrate attainment and progress at primary school. This inevitable effects us at Foxfield school due to the nature of our pupils and their ability to access the national curriculum model.

When the Rochford Review released their Final Report. It made 10 recommendations regarding the end of key stage statutory assessment of pupils with SEND. There are 10 recommendations in total. Some are focussed on assessment and others are focused on training, good practice and collaborative working. The recommendations are as follows:

* 1. The removal of the statutory requirement to assess pupils using P scales.
  2. The interim pre-key stage standards for pupils working below the standard of national curriculum tests are made permanent and extended to include all pupils engaged in subject-specific learning.
  3. Schools assess pupils’ development in all 4 areas of need outlined in the SEND Code of Practice, but statutory assessment for pupils who are not engaged in subject-specific learning should be limited to the area of cognition and learning.
  4. A statutory duty to assess pupils not engaged in subject-specific learning against the following 7 aspects of cognition and learning and report this to parents and carers:
* responsiveness
* curiosity
* discovery
* anticipation
* persistence
* initiation
* investigation
  1. Following recommendation 4, schools should decide their own approach to making these assessments according to the curriculum they use and the needs of their pupils.
  2. Initial teacher training (ITT) and Continuing professional development (CPD) for staff in educational settings should reflect the need for teachers to have a greater understanding of assessing pupils working below the standard of national curriculum tests, including those pupils with SEND who are not engaged in subject-specific learning.
  3. Where there is demonstrable good practice in schools, those schools should actively share their expertise and practice with others. Schools in need of support should actively seek out and create links with those that can help to support them.
  4. Schools should work collaboratively to develop an understanding of good practice in assessing pupils working below the standard of national curriculum tests, particularly across different educational settings. Schools should support this by actively engaging in quality assurance, such as through school governance and peer review.
  5. There should be no requirement to submit assessment data on the 7 areas of cognition and learning to the DfE, but schools must be able to provide evidence to support a dialogue with parents and carers, inspectors, regional schools commissioners, local authorities, school governors and those engaged in peer review to ensure robust and effective accountability.
  6. Further work should be done to consider the best way to support schools with assessing pupils with EAL.

In light of this review Foxfield school will continue to use PIVATS across the school to monitor progress internally and will continue to use CASPA to compare progress externally.

**Electronic recording system**

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Pupils progress using the PIVATS assessments and Foxfield’s own sub levels are recorded electronically on a centrally based assessment area. This allows teachers to review the progress of each pupil, provides a summative level for each subject and identifies the next steps of achievement. Pupil’s progress is assessed and recorded using the system twice a year as a minimum. Key assessments take place in February and June, in line with the evaluation of IEPs. The final summer assessment levels are also used for the pupil’s annual reports and forms the summative data to be entered into CASPA.

**Individual Education Plans (IEP’s)**

Individual Education Plans are written twice yearly in late September and late February. They are an integral and statutory part of the assessment process and fuel planning, assessment, recording and reporting. IEP’s are graded in late February and late June. The new targets and recently graded ones are sent home to parents with feedback being sought on the appropriateness of the targets. IEPs focus on the key curriculum areas as well as other relevant areas such as communication or behaviour.

**Progress files**

Progress files are designed to show a range of work across the school in each subject area. They include representative pieces of work that exemplify standards and progression and are useful as evidence for teachers making summative judgements in all curricular areas. These pieces of work could be photographic evidence, witness testimonies or examples of work, which ever was most appropriate for the pupil. Progress files are the pupils own accessible file which they can regularly be accessed to review their work and achievements through a range of tasks and activities. It is updated twice a year in line with summative assessments and IEPs. Foxfield archives all work produced for each pupil Progress File to show the development they have made since starting in year 7. The files also contain any certificates or awards achieved through sports, clubs or completed accreditation work. Progress files should reflect the level each pupil is assessed at using the PIVATS summative assessment statements and as a document, should inform annual reports, reviews and IEPs.

The use of annotated and assessed evidence in Progress files is also used by each subject coordinator as a bank of materials to be used in moderating work in their particular subject, as well as supporting class teacher’s assessments in subjects. Electronic exemplar materials taken from progress files are used alongside external exemplar materials to support the moderation and standardisation of assessment.

**Marking**

Marking is an important aspect of assessment and it is vital that a school has clear, consistent strategies for assessing pupils work. The school marking policy is designed to unify the way in which every piece of written work is assessed. Work assessment is summative in nature and can include the date and level of help needed to complete the work, following the ASDAN grades ranging from PH-physical help to NH-no help. Where possible and appropriate a written comment could be included. The ability and understanding of the pupil being assessed will determine the nature of the marking. Marking should primarily give pupils clear feedback as to how they are progressing and how to develop their work. It can come in the form of verbal or written feedback and is most effective if carried out when they are present. Using the principals of AFL, self- and peer-assessment is a useful tool to enable pupils to share ownership of the process, thus learning to understand the way in which the assessment criteria are applied. It may be necessary to have an explanation of the marking scheme on display for pupils to refer to. For further details and information on marking please refer to the School Marking Policy.

**Moderation**

“The purpose of moderation is to consider the consistency of teachers’ judgements after they have made their assessments, to identify and resolve any differences and to agree school standards. The purpose of standardisation is to consider the consistency of teachers’ judgements before they assess pupils in their class.”

*(From Progression Guidance 2010-2011)*

Moderation of assessments made by teachers is achieved using a number of different sets of exemplar materials. The main area for internal moderation is the use of the pupil’s Progress files which produces evidence in photographic form, examples of pupils work and teacher testimonies alongside assessment of the work against PIVATS. These examples are used by subject leaders and departments as a focus for professional discussions which support teachers in exchanging information about practices and approaches and help to standardise teacher assessment.

Pupils work is also externally moderated through the use of externally produced exemplar material from PIVATS and CASPA. Foxfield is also part of a Merseyside consortium which meets regularly to discuss assessment and moderate work across the region. The consortium also produces exemplar materials which are also used by Foxfield.

The exemplar materials are available electronically on the schools intranet system.

**PMLD Assessment**

Pupils entering discrete PMLD classes will all be assessed using Routes for Learning. RFL is an assessment tool produced by the Welsh Assembly that assesses communication and cognition skills. It breaks down early P Levels and stages of development into 43 steps (Appendix 1). Pupils in the main body of the school who have profound learning needs may also be assessed against RFL.

Pupils can progress laterally and hierarchically through the routemap and their targets are officially reviewed biannually and updated on their IEP. If pupils have made beyond expected progress at any point then their targets will be updated and this will be reflected in class planning and individual programmes of work.

Video evidence is used to capture progress towards communication and cognition targets for all pupils in discrete classes for PMLD. All pupils are expected to progress through the hierarchy of skill continuum as defined by Haring, N., Liberty, K. and White, O. (1981) cited in the Routes for Learning guidance material. The continuum is as follows:

• Acquisition – in which learners learn correct new responses through demonstration, modelling or physical prompting with an emphasis on developing accuracy. At this stage learners need a great deal of support.

• Fluency – in which learners, through repeated doing, reach a level of mastery combining speed and accuracy. The action still takes time to complete.

• Maintenance – in which learners consolidate and maintain a high level of competency and fluency over time by over learning through repetition and familiarity. They will remember how to do the task after a break.

• Generalisation – in which learners develop and achieve mastery in different settings or contexts, with different stimuli or materials or with different staff.

• Application or adaptation – in which learners recognise similarities and differences between key elements of new situations and select appropriate responses, adapting their established skills and understandings to new problem-solving opportunities.

Pupils are expected to reach the stage of generalisation before progressing to another target from the RFL routemap.

Progress is recorded per pupil in an excel document which shows progress they have made against the continuum in the skills they have been working towards. Video evidence is hyperlinked into various domains to show progress across the curriculum areas. Each domain has a supporting assessment framework.

• Communication – RfL

• Cognition – RfL

• Personal Care/Independence – in house assessment by ILS co-ordinator

• Physical Skills – MOVE Assessment

• Sensory Responses – Visual Skills Checklist and free field assessment (appendix 2 & 3)

For pupils with a visual impairment, the VI teacher will undertake appropriate functional vision assessments from the local authority’s vision support service. Assessments of pupils’ with VI are ongoing during their time at Foxfield School. Programmes to develop visual skills are updated on a needs basis.

Pupils with multisensory impairment (deafblindness) or who have a single sensory impairment with a multisensory impact may be assessed against specific domains of the MSI curriculum. Assessments would only take place if they are at P Level 2 or above and have some mobility skills. Possible curriculum domains for assessment include:

• Orientation, movement and Mobility

• Sensory Responses

• Understanding Time and Place

• Responses to Routines and Changes

All pupils are biannually assessed against PIVATS in line with whole school policy.

**Analysis of Data**

**Summative reporting**

The internal electronic recording system used at Foxfield produces a summative level for each pupil in the relevant subject areas. It does this using the PIVATS levels and the schools own P sub-levels. These summative levels are used by teachers for planning, setting IEP targets and in reporting such as the end of year reports and annual reviews. They are also used as the final levels for entering onto CASPA.

**End of year analysis**

Progress made by pupils across the academic year is collated and analysed at the start of the new academic year. This data is used for internal analysis by the leadership team, subject leaders and teachers to monitor the progress of individual and cohorts of pupils. Data is also used for target setting, setting targets as part of subject development plans and sharing information with the local authority and the school SIP.

**CASPA (Comparison and Analysis of Special Pupil Attainment)**

School data is entered into CASPA, which is an external commercial package which collects progress data from across the country. CASPA provides interpretation of assessments and targets for individual pupils, for cohorts of pupils within school and at whole-school level.  It also allows Foxfield to compare pupil’s progress externally against existing data,

including the historic data required to track progress over time, thus providing comparisons against the attainment and progress of other children of the same age, level of prior attainment and categories of Special Educational Need, using comparative data.

The analysis provided by CASPA is used by management, teachers, subject leaders and the school SIP and is used alongside the internal data analysis of pupil’s progress.

**Target setting**

It is a statutory requirement to set targets for pupils within each Key Stage. At Foxfield, targets are set in years 7, 10. These targets are given an interim grading each year to check that targets are on track and then a final assessment after two / three years. Targets are set using progression Guidance (where possible) for Maths, English, Science and Computing (KS3 and KS4). Post 16 has its own specific target setting areas which reflect the change of emphasis in curriculum. Target setting takes place during the autumn term and is shared with the school SIP and the Governing body.

**Progression guidance**

Progression guidance was initially developed by the Department for Children Schools and Families (DCSF) for pupils with SEN/LDD including those working below level 1 of the National Curriculum. The principals of progression guidance are

1. High expectations are key to securing good progress
2. Accurate assessment is essential to securing and measuring pupil progress
3. Age and prior attainment are the starting points for developing expectations of pupil progress

Foxfield use the latest data to set targets in line with the highest-performing learners wherever possible, in line with the advice given by progression guidance. This means that using the guidance data, targets are set in the upper quartile (75%).

**Reporting**

**Annual Reports**

Reports are a summary of individual progress and development in all areas of their curriculum and school life. An in depth report is written for every pupil towards the end of the academic year. The report includes an introduction, subjects area reports and a conclusion and uses the summative level each pupil is at in every subject area, stating the ‘P’ Level/PIVATS/NC grade. The annual report is the main tool for recording and reporting to parents and other relevant professionals.

End OF Key Stage 3 and 4 statutory assessments

It is a statutory requirement to record and report ‘P’ level/NC attainment levels at the end of Key Stages 3 and 4. The reports are generated in late July and form a summative assessment of what levels the pupils

have achieved at the end of each Key Stage.

Teacher assessments for these reports are collated in June. The information is collected at the same time as the end of year assessments so as to avoid duplication of work.

**Accreditation**

Assessment and marking of accredited courses follows the policies and procedures of the specific awarding body and as a registered centre, Foxfield must comply with these before it can externally accredit any of the pupils work. Internal records of pupil’s achievements and exemplars of work are kept to ensure moderation and standardisation, whether the course requires a portfolio of evidence or uses timed assessments. The data from this is monitored and analysed internally by the leadership team.

**Assessment for learning (AFL)**

Foxfield recognises the role assessment for learning (AFL) has to play as part of a whole school approach to assessment.

Assessment for learning involves using assessment in the classroom to raise pupils’ achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning. The clear distinction between Assessment oflearning which tends to be summative and is carried out periodically, e.g. at the end of a unit or year or key stage and Assessment for

learning which is formative in nature and takes place all the time in the

classroom and is one that should be reflected in teachers planning.

Staff should show and understand the commitment to the key characteristic of AFL which are:-

* Sharing learning
* Helping students to recognise the standards they are aiming for
* Involving pupils in peer and self assessment
* Providing feedback which leads to pupils recognising their next steps and how to take them
* Promoting confidence that every pupil can improve
* Involving both teacher and pupil in reviewing and reflecting on assessment information

**Role of Assessment coordinator**

Overall responsibility for assessment at Foxfield school falls to the coordinator who has a number of areas of responsibilities

* To provide guidance and support to colleagues on assessment
* Being fully aware of statutory assessment requirements
* To provide or arrange training on matters relating to assessment
* To coordinate the production and review of school policy and

guidelines on assessment

* Monitor and collate data from the electronic recording system
* Coordinate electronic transfer of data
* Monitor and coordinate the input and analysis of data on the electronic recording system
* Monitor and coordinate the input and analysis of data using CASPA
* Monitor assessment procedures and practices
* Liaise regularly with other key staff
* Act as consultant to all colleagues on assessment issues
* Monitor the effectiveness of record keeping including electronic assessment records, Progress files and reports on pupil achievement and progress
* Coordinate the collation and analysis of attainment data
* Evaluate the quality and appropriateness of existing resources
* Manage the purchase and deployment of assessment resources
* Keep up to date with local and national developments on assessment
* Attend appropriate INSET and disseminate information to

colleagues

**Curriculum planning**

Curriculum planning at Foxfeild is broken down in to 3 areas.

* Long term planning (3 year Rolling Programmes in Key Stage 3 and for WRL at post 16)
* Medium Term Planning, which is produced half termly by the subject coordinators and leaders. This planning should highlight what key skills should be taught with suggested activities for each ability group (P4-5, P6-7 Above P8)
* Short Term Planning, which are in the form of daily lesson plans produced by the teacher.

**Education, Health and Care Plans (EHCP)**

The EHCP assessment involves a process of gathering information from the relevant people or agencies, including the views, interests and aspirations of the parents and child or young person.

The needs assessment will help to determine whether we need to make additional provision through an EHCP. These plans replace statements of SEN and Learning Difficulty Assessments (LDAs) for children and young people with the most complex needs, from birth up to the age 25.

The EHCP will include:

* The views, interests and aspirations of the children and young people and their parent/carer
* An outline of the child or young person’s special educational need
* Outcomes covering education, health and social care
* The special educational provision needed to support the child or young person
* The name and type of current education setting
* Resource attached to the plan
* Personal budget information if applicable.

At Foxfield School the Transition Manager is responsible for the initial construction of these plans. An Annual review is carried out in December of each year organised and chaired by the class teacher. The EHCP is reviewed and any proposed changes forwarded to the local authority.