Assessment and Reporting Policy

DATE CREATED	January 2023	DATE OF NEXT REVIEW	January 2024
POLICY OWNER(S)		Head Teacher	
DESIGNATION		School	

Purpose of policy	To provide details of the assessment and reporting for the curriculum within school
Intended audience	All school staff
Links to other policies	

Contents

Our Aim:

> To create a world class educational establishment for children with Epilepsy and other complex learning, care and health needs, where lifelong learning is at the front and centre of all aspects of all our work.

- Pursuing excellence in the curriculum to achieve outstanding progress for all students.
- Raising standards in students' attainment and progress through teaching, learning and assessment of the highest quality.
- Establishing a world class leadership for staff and students.
- To secure rapid and sustained progress with the Catholic ethos and organisational values.
- St. Elizabeth's places Safeguarding of children and young people of paramount importance. Safeguarding and the promotion of welfare and safety is the golden thread that informs all that we do.

Introduction

The School curriculum and assessment frameworks are designed to meet the complex needs of individual learners, reflecting the St. Elizabeth's Centre's ethos.

The curriculum is designed to prepare Students for the next stage of their lives, whether this is further learning, work, volunteering or supported living. The individualised programs of learning are developed using a framework of learning 'Pathways'.

Each Pathway of learning is based on a set of principles that lie at the heart of person- centered learning. We offer a School and Sixth Form provision for 7-19-year-old students with Epilepsy or complex medical needs. Provision for the ablest learners develops independent living skills; provides work related learning and work experience opportunities; and focuses on relevant English, mathematics and ICT skills.

For learners with the most complex needs, the curriculum design ensures learners access provision with therapy at its heart. Independent communication, early mathematics, ICT, health and wellbeing and creative arts are an integral part of the holistic programme, which we aim to deliver in a low arousal setting. For all learners, we also offer a range of social enterprise, vocational learning and where appropriate work placements. We also have many community links that provide a range of opportunities for vocational learning and leisure activities.

External accreditation underpins, but does not drive the curriculum. Staff ensure that learning is fun, innovative, and creative to challenge and stretch students to make rapid and sustained progress.

We have a full enrichment programme which is reviewed annually and links very closely to each learner's Education, Health and Care Plan (EHCP) targets; but equally as important to enable them to access real life situations, for example: going to the theatre, having lunch out at a restaurant, having new experiences such as travelling shows, which encourage interaction, the building of confidence, becoming more self-assured, team work and developing peer relationships in a vibrant and exciting way.

The school curriculum is evaluated by our assessment framework Earwig Academic, which is software for schools specialising in SEN Assessment. Earwig enables teaching staff to make comprehensive assessments quickly and easily, linking them to multimedia supporting evidence. Alongside automated tracking, benchmarking, analysis and reporting. It is the only software which facilitates all the recommendations within the Rochford Review.

Teaching and learning expectations

The day to day classroom experiences in which our students participate are expected to be of high quality and to support the needs of all learners. This is underpinned by Professional Learning for staff, feedback for the students and a strategic overview of assessment, with a focus on quality first teaching and ensuring that there are no barriers to every student achieving. Teachers should use data to inform their planning and the future delivery of topics. This data can come from a number of sources including: cumulative assessment, independent tasks, low stakes testing or from questioning strategies used in lessons.

Teachers will use this data to respond to students' needs, knowledge and understanding in terms of immediate teaching strategies, and longer term plans. Teachers will use the St. Elizabeth's Top Ten to revisit previously taught topics and, where necessary, revisit other topics as required. Students should expect to participate in low stakes tests frequently and be able to identify their own areas of development from them. It is important for both teachers and students to be identifying any gaps or misconceptions on a regular basis so that they can be corrected swiftly and progress made.
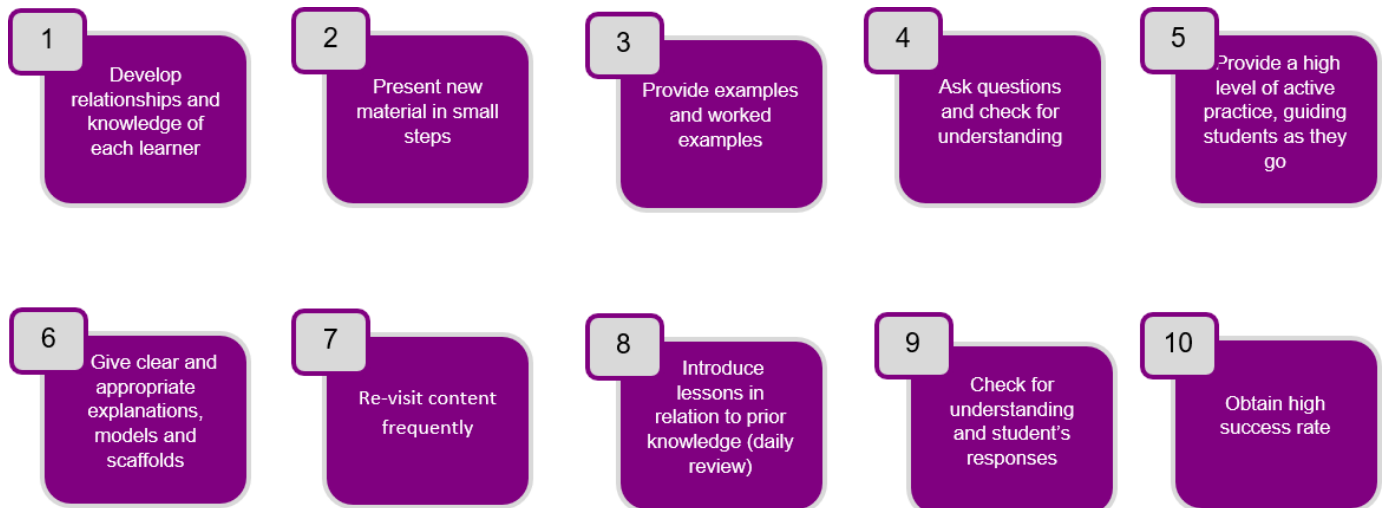
Teachers should also identify opportunities to scaffold work to support the learning of all learner groups. Teachers will have a record of each student's EHCP targets and baseline data, as well as individual learning plan targets reviewed annually from the students EHCP, setting out long term targets alongside the success criteria and staff accountability.

Assessment strategy

The aim of assessment is to provide a supportive and positive mechanism that helps students to improve their learning, demonstrate progress and fill the gaps in their learning whilst keeping all stakeholders informed. We are committed to formative assessment and the role it plays in supporting both students and teachers. The assessment model used at St. Elizabeth's is designed to:

- Develop, implement and maintain a clear system, understood by staff, students and parents, which aims to provide high quality information about students
- Maximise students' progress
- Ensure that assessment for learning is an integral part of teaching and learning
- Provide feedback that allows students to recognise the gaps in their learning
- Provide feedback to parents on the progress made by their child through a transparent reporting system

Formative assessment should take place in every lesson, be that through questioning, student work, or low stakes testing supported through the use of the St. Elizabeth's Top Ten. The information gathered should then be used by teachers to inform planning for curriculum development, revisiting strategies and possible interventions for individual students.

1 Develop relationships and knowledge of each learner	**2** Present new material in small steps	**3** Provide examples and worked examples	**4** Ask questions and check for understanding	**5** Provide a high level of active practice, guiding students as they go
6 Give clear and appropriate explanations, models and scaffolds	**7** Re-visit content frequently	**8** Introduce lessons in relation to prior knowledge (daily review)	**9** Check for understanding and student's responses	**10** Obtain high success rate

Feedback and gap identification strategies

Students will receive feedback about their learning regularly, identifying how further progress can be made through formative assessment. Teachers will provide feedback in a manner that is best suited to a particular learning experience and can be aimed at individual, small group or pathway level. It may include:

- Spoken feedback given in the lesson
- Use or PECs, social stories or digital software
- Use of Earwig to identify gaps in evidence and RAG ratings
- Written feedback recorded in books or on work
- Peer feedback that could be either spoken or written

Summative assessment

Summative assessment is used to evaluate student learning at the end of a cycle in the form of super teach week whereby prior misconceptions are addressed and resolved. Summative assessment can also take place at the end of a set of lessons and compared against the qualification or individual learning plan standard. Pathways have autonomy over the timing and design of their summative assessment to ensure the best outcomes for the students; however, it will take place at least once per cycle and follow the department assessment plan in the curriculum planning documentation.

Summative assessment will be cumulative and not only focus on what has just been taught but will include skills and/or knowledge from earlier in the course. Summative assessment in City & Guilds is assured by standardisation meetings, whilst ASDAN qualifications are externally assessed. Earwig reporting software is also used to track progress over time and highlight gaps in attainment.

Following a summative assessment, students will be provided with information about how to improve their work and will be offered the opportunity to do so.

Feedback from summative assessments should be used formatively by both students and staff to guide their future planning, revisiting strategies, individual student intervention and student revision areas.

Earwig Assessment of Learning

Pathways will regularly assess the learning of the students as part of their Pathway Improvement Plan (PIP). The assessments will be cumulative in nature and provide an opportunity for students to demonstrate their understanding of key concepts. The data from the assessments should be analysed and used by teachers to identify areas of development to help raise standards.

Assessment should raise standards by:
- Determining what students know and understand
- Identifying the skills that students have acquired
- Diagnosing learning problems and identifying student learning needs
- Monitoring standards and focusing intervention strategies
- Providing challenge for all students
- Checking learning objectives against learning outcomes
- Acting as a feedback mechanism for curriculum development

Effective assessment allows the student to:
- Experience successful learning
- Access curriculum related criteria that are known and understood in advance
- Analyse their own learning and understand what needs to be improved
- Synthesise and apply their learning in addition to recalling facts
- Understand what they need to do to improve
- Improve their learning
- Express different points of view and interpretations
- Be responsible for their own learning
- Perform at a higher level when challenged

Target Setting

To demonstrate progress from starting point a baseline is set so that progress can be tracked over a year or other specified time period. The baseline considers current progress and trajectory such as short, medium and long term EHCP targets.
Teachers set targets which are aspirational and allow the student to develop a love of life -long learning.
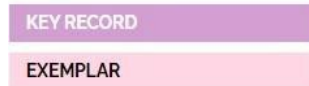
Targets are set taking account of:

Pathway 1 & 2 targets: short, medium and long term targets are set based on student EHCP and feature aspirational goals, which the student themselves also contributes to. Targets are also set in line with the students City and Guilds qualification.

Pathway 3 targets: Targets are set covering the four areas of focus being (communication & interaction, cognition, SEMH and sensory & physical) pathway 3 targets also focus on:

- Social Interaction • Social Imagination / Flexibility • Sensory processing • Emotional understanding and self-awareness • Learning • Independence and community participation

RECORD FLAGS
- KEY RECORD
- EXEMPLAR

SUPPORT LEVELS
- FULL PHYSICAL PROMPT (FPF)
- MODEL WITH CORRECTIONS
- MODEL (M)
- GESTURAL PROMPTS WITH CORRECTIONS (GPC)
- VERBAL PROMPTS WITH CORRECTIONS (VPC)
- VERBAL PROMPTS (VP)
- INDEPENDENT WITH CORRECTIONS (IC)
- INDEPENDENT (I)
- MASTERED (M)

ENGAGEMENT MODEL TAGS
- EXPLORATION
- REALISATION
- ANTICIPATION
- PERSISTENCE
- INITIATION

Staff also record the level of support provided within each piece of evidence, to provide an accurate picture of the students' progress. Within pathway 3, our assessment for learning is based on the engagement model (DfE July 2020) principles where feedback and marking is an integral part of our students personalised educational progress.

Pathway Assessment Frameworks

Each pathway has a bespoke framework of which progress is tracked, the frameworks have been developed alongside the national curriculum and offer both breadth and depth of learning opportunities.

Pathway 1:
A blend of Inscape progression core and Inscape progression foundation framework. Including Mathematics, English, Science, Geography, RE, Employability, Music, ICT, Art, Communication and PSHE.

Pathway 2: Adapted from the Princess formal pathway C.1. Including English, Mathematic, Combined Science, History, Cookery and nutrition, Computing and PSHE

Pathway 3: A blend of EYFS MLSD C.1 and Hatton complex needs. Including play and exploration, active learning, expressive arts, communication and interaction, physical development, sensory and life skills

All pathways also have rebound therapy frameworks.

Data Point Reporting

The progress of students is tracked by Data Points which show the current working level of the student based upon cumulative assessment.
The current working levels are based on both formative and summative assessment pieces, devised by and standardised within class and pathway teams. The current working levels are designed to match relevant assessment objectives from qualification specifications and developmental ability. The assessments are identified within the subject area's Schemes of Learning and Curriculum Plans.

Marking guidelines

At St Elizabeth's we ensure that feedback and marking is inclusive and is not solely a staff led activity but involves our students at every opportunity in leading their learning and understanding their next steps and targets. Feedback and marking happens anytime that students are learning about something and need feedback and is support through the use of Earwig. Staff demonstrate consistency in reporting evidence of progress through the use of standardised abbreviations which are reflected both on physical work and Earwig.
Staff use the following abbreviations to record support level and attainment:

Support level descriptors		Attainment descriptors	
Full Physical Prompt	**FPC**	Entering	**E**
Model with corrections	**MC**	Developing	**D**
Model	**M**	Secure	**S**
Gestural prompts with corrections	**FPC**		
Verbal prompts with corrections	**VPC**		
Verbal prompts	**VP**		
Independent with corrections	**IC**		
Independent	**I**		
Mastered	**M**		

Pathway specific marking

Pathway 1 & 2: Both verbal and written marking is provided by staff, this also includes student led marking whereby students can review their peers work and provide feedback.

Pathway 3: Marking of work and activities can occur in many forms such as marking:

Body language: seen as the building block of feedback and marking as it forms a foundation for communication

Touch: Tactile feedback is an essential part of feedback and marking, it gives them an understanding of what they need to do as they are guided in new experiences through mechanical manipulation and modelling.

Verbal communication: We use intensive Interaction with students who have more complex communication needs. This involves the professional repeating and adding verbal (also physical) cues to those given by the student to reinforce and support pre-verbal communication.

Learning Skills

In addition to reporting current working levels to parents, teachers will also give students a Learning attainment descriptor which reflects their current level of development as follows:

Attainment descriptor	Description
Exceeding	working beyond the expected level of development
Expected	working within the expected level of development
Emerging	not yet reached the expected level of development

Tracking of Data

Teachers are responsible for ensuring that their team records the progress of each student in a format that allows access to all members of the school.

Data produced by teachers about the progress of the students they teach should be recorded in line with pathway expectations using the relevant grading system. When completing Data Points teachers should take entry scores and cumulative assessment grades into account.

Data is reported and shared during annual reviews and subsequent progress meetings.

Assessment Impact

The curriculum and wider opportunities are reviewed on a regular basis to ensure that they are meeting the needs of all stakeholders. The processes used are robust and follow clear guidelines to ensure that the school is providing the best education possible.

The **St Elizabeth's Learning Review** is specifically focused on these standards and will provide supporting evidence for the school's appraisal process which, in turn, will draw on the full list of standards to appraise that teacher.

The accumulation of the **St Elizabeth's Learning Review** process is represented below. These four areas of focus are analysed overtime to identify whether teachers are achieving the **St Elizabeth Teacher Standards** in terms of their quality of teaching and learning or not. **Every member of teaching staff will partake in three learning reviews each academic year.**

Pupil Voice/Pupil	**In-class Learning**
Progress Data	**Pupils Work**
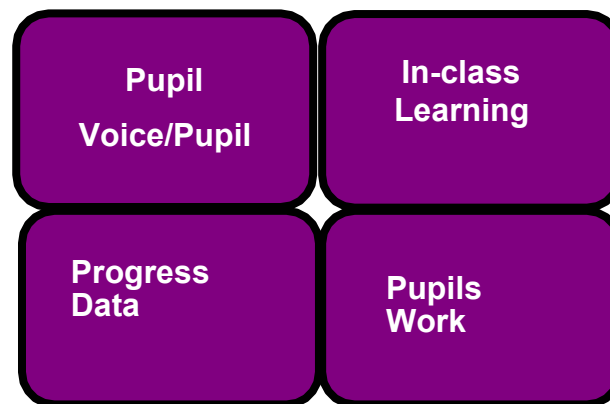
The St Elizabeth's Learning Review should aim to answer five questions that give an indication of the quality of inputs to the learning process.

1. All students engaged during lessons and show positive behaviours for learning?
2. Does the teacher have high expectations of students demonstrated by a climate of scaffolding, challenge during lessons?
3. Does the teacher know their students through formative assessments and adjust plan and teaching accordingly? Are targets relevant, aspirational and aligned to EHCP outcomes.
4. Does students work demonstrate progress in content and quality over time?

Teachers are actively engaged in professional learning to improve subject knowledge and pedagogy?

St Elizabeth's Learning Review - the 4 Elements

In lesson learning – In the short-term, lesson by lesson, we cannot observe learning taking place within a classroom. It is not possible to peer inside the heads of students to see the neurons making connexions with new thoughts and ideas forming. Nevertheless, as educators we can still create the conditions to nurture learning and look for the sites that it is taking place. Real learning is most likely to take place when students are engaged in their learning, they are challenged and thinking hard, and this happens in an environment where the teacher structures experiences that support collaborative learning. At St Elizabeth's we look at research inform proxies for learning to get an insight into how well students are learning the intended curriculum, therefore at St Elizabeth's we believe that there is a clear difference between performance (based on short term outcomes seen in individual lessons) and learning (based on long term retention of knowledge and using it to think about new concepts). This will always take into account the vast range of complex needs displayed by the learners.

In summary, learning is most likely to take place where:
1. Learners are required to retrieve and demonstrate knowledge learned and embedded
2. Learners are engaged (not just busy)
3. Learners are dealing with difficulty and working at their challenge threshold, consider this section specifically for SEND
4. Questioning is used effectively to make learners think.
5. The teacher uses structures (, activities processes, models and routines) that support learning and embed practise.

Student Voice - During the **St Elizabeth's Learning Review** several students should be spoken to about their learning the focus of these communications is about the student and their learning. In classrooms when this is not appropriate student engagement will be depicted by the observer.

Examples of questions could be:
- have you enjoyed your learning in class this year?
- how do you know when you are learning well?
- what happens when you find work difficult?
- what is your favourite part of the school day?
- how is your teacher able to help you with your learning?
- How do support staff help you?
- Does the class environment allow you to participate?
- Do you feel safe?

Students' Work - All work can be considered during the review to identify progress. A sample of work will also be brought to the feedback where reviewer and reviewee will discuss the evidence across a range of work and a sample representative of students taught by the teacher.

Progress data- the reviewer will consider the progress data presented for the class by the teacher. This should reflect students' progress through the curriculum and through realistic achievable targets in relation to their progress within the EHCP. The evidence should demonstrate students building on their prior knowledge in a systematic way so that they acquire deeper understanding of the subject specific concepts.

All relevant information will be considered to contextualise the performance of the class being reviewed. Relevant performance data might include summative assessment data, progress data, attitude towards learning intervention and students' characteristics.

These **four components** of the **St Elizabeth's Learning Review** do not sit in isolation, far from it. The outcomes from each component are connecting in a meaningful way to provide an evidenced based overarching picture of the teacher effectiveness and the quality of education. The evidence from student voice progress data lesson observations and work scrutiny is all directed towards answering the fundamental question.

'How effective has the teacher been in enabling their students to learn the intended curriculum securely?'

Teaching and Learning Quality Assurance

The teaching and learning experiences at St. Elizabeth's are regularly monitored through a wide range of strategies. They include data collection, peer review, improvement plans, line management, and appraisal.

Assessing the Quality of Teaching and Learning - *The St Elizabeth's Learning Review*

To assess the quality of teaching and learning as part of the St Elizabeth's Teacher Standards a holistic approach is used. Those areas of the St Elizabeth's Teacher Standards pertinent to the quality of education are highlighted in the table below.

- Teachers have a deep and up to date understanding of their subjects and the curriculum they teach.
- Teachers take responsibility for pupil progress and outcomes relating to academic learning, behaviour and attitudes and personal development, character and learning power.
- Teachers are explicitly enthusiastic, passionate, and positive in their practise.
- Teachers effectively engaged learner through relevant, emotive, and interesting learning opportunities.
- Teachers ensure students can develop a love of learning in a safe and positive environment.
- Teachers apply effective pedagogy within the classroom.
- Teachers set high expectations of all learners.
- Teachers ensure learners are given the necessary guidance and support to manage difficulty and ensure they operate at their 'challenge threshold'.

- Teachers know the needs of all learners in their care and give every child the provision to ensure that they can achieve their potential.
- Teachers use high level questioning and feedback effectively to ensure all pupils make appropriate progress.
- Teachers ensure the preservation and development of the quality and distinctive nature of St. Elizabeth's as a Catholic School; the ethos and values of St Elizabeth's and aspirations to live life to the fullest.
- Teachers ensure that every child and young person individual education, health, safety and care needs are met

Data Point Analysis and Subject Review – Pathway MER

The pathway coordinator will provide an initial report to the leadership team. This monitoring and evaluation tool will analyse the data at the end of each cycle, data will inform the report as a point of reference to evaluate the impact of the curriculum for a review.

Pathway coordinators will lead on Pupil Progress Meetings (PPM), this information will to identify the students who are not making the progress expected and to liaise with pathway teachers to ascertain reasons for this and to establish what strategies have been and will be employed to enhance the student's performance.

Attendance and Behaviour reviews

St. Elizabeth's continues to recognise that exemplary school attendance and behaviour leads to the best outcomes and therefore this data is reviewed in conjunction with attainment data through daily behaviour reports and through fortnightly line management meetings. Concerns are identified and action plans are agreed to prevent barriers to learning.

Information Gathering

Members of the leadership team and middle leaders take the opportunity to visit classrooms on a scheduled basis. On these visits, they make note of specific strategies and techniques that are seen - both whole school focus strategies being practised as well as subject specific strategies. This information is used to support development as well as being used to evaluate whole school teaching and learning development and areas that require further development. Appendix 1

Curriculum Quality Assurance

Curriculum QA takes place through pathway meetings and curriculum discussions. This is accompanied by Curriculum Planning Reviews with the Senior Team. Areas of development identified will then feed into pathway improvement plans.

Line management

All members of staff are assigned a Line Manager who supports their work. In the case of teaching staff, their Line Manager in most cases will be their pathway coordinator, whilst those members of staff with areas of responsibility are supported by a member of the Leadership team.

Line Management meetings will be on a regular basis to provide support and guidance, quality assurance and to ensure the Leadership Team have an accurate overview of the progress of students and how departments are developing their curriculum and teaching and learning

Appendix 1: Curriculum, Assessment and Teaching diagram demonstrating the intersection between each within St. Elizabeth's

Curriculum

Three pathways of learning
Trips & Visits
PSHE/ RSHE/ Education overview
Whole school enrichment
Therapeutic and multidisciplinary input

Cumulative assessment

Broad and balanced curriculum
Read Write Inc
E-Safety
Careers strategy
Literacy and numeracy

Assessment

Assessment calendar
Target setting
Earwig
City and Guilds
ASDAN
Low stakes testing
Pathway moderation and standardisation

Fully mapped curriculum
3 year rational
Schemes of learning
MERs
QA and PIPs
Line management
Lesson planned based around gaps in learning
Feedback strategies
Parents evenings

Teaching

Book looks
Teaching and learning reviews
Light touch reviews
Professional learning
Appraisal objectives
MMT meetings