

Assessment Policy – BBAO

We share the belief that consistent use of assessment for learning should:

- Enable students to demonstrate what they know, understand and can do using the core components of our Assessment Model – Beginning, Developing, Secure
- Be used to make students' aware of the level at which they are working
- Ensure students are aware of the learning outcomes and success criteria to support their means of achieving success
- Give students positive reinforcement that celebrates their achievements
- Provide useful information that enables teachers to plan differentiated work that addresses the learning needs of each student
- Involve students and teachers in recognising what needs to be done to improve their work based on 'I Can Statements' that frame our assessment model
- Inform the target setting process by identifying areas that will support the progress of individuals and groups
- Be used to provide information for parents during consultations and inform them how they can support their child's learning at home
- Provide information to inform whole school evaluation and strategic planning

Flight Paths

The flight path set for each student is to ensure that he/she:

- is making good progress towards meeting or exceeding the expected attainment for their age, as set out in the BBA's curriculum and assessment policies
- is set challenging goals, given their starting points, and are making good progress towards meeting or exceeding these
- is gaining and consolidating knowledge, understanding and skills
- deepens his/her knowledge, understanding and skills, rather than simply undertaking more work of the same difficulty or going on to study different content.

The flight path was designed to reflect each student's cognitive ability and attainment at KS2 (or year group attainment for those below year 6) and their respective SEN. Each student's path will be reviewed annually to ensure that students achieve their best potential.

Students would be assessed on each 'I Can statement' and RAG rated throughout the year. The expectation would be as follows, to show progress;

For those above year 6:

- Students with KS2 scaled score below 84, considered low cognitive ability, would be expected to make at least 65% progress of GREEN rating for all 'I can statement' attempted or done i.e. 4 steps of Pupil asset Value added from starting points each year.
- Students with KS2 scaled score between 85 and 99 would be expected to make at least 75% progress of GREEN rating for all 'I can statement' attempted or done i.e. 5 steps of Pupil asset Value added from starting points each year.
- Students with KS2 scaled score of 100 or more would be expected to make at least 85% progress of GREEN rating for all 'I can statement' attempted or done i.e. 6 steps of Pupil asset Value added from starting points each year .

For those in year 6 and below:

- Students who are attaining two years or more below their respective year group would be expected to make at least 65% progress of GREEN rating for all 'I can statement' attempted or done i.e. 4 steps of Pupil asset Value added from starting points each year.



- Students who are attaining between up to 2 years below their respective year group would be expected to make at least 75% progress of GREEN rating for all 'I can statement' attempted or done i.e. 5 steps of Pupil asset Value added from starting points each year.
- Students who are attaining at expected or above their respective year group would be expected to make at least 85% progress of GREEN rating for all 'I can statement' attempted or done i.e. 6 steps of Pupil asset Value added from starting points each year.

These would ensure students make expected progress in line with others, thereby diminishing the difference between groups e.g. PP and Non PP.

There will be 6 assessment data collection, analysis and review points in each academic year.

Baseline Assessment

Baseline assessment is to take place over 6 weeks. This length of time is necessary to give the student time to settle and to be able to interact fully with the process.

	Formative		Summative		Outcomes at end of 6 weeks
		Who		Who	
SEMH	<ul style="list-style-type: none"> . Observation of student in conjunction with analysis of long term targets from EHC . Meeting with student to agree termly 'I can' SEMH goal 	<ul style="list-style-type: none"> . Form tutors/class teachers 	n/a		<ul style="list-style-type: none"> . One long term SEMH target set . Termly 'I can' SEMH goals set . Uploaded targets and goals onto shared drive . Baseline data entered into tracking system (this is to be done at agreed points throughout the year – see SEMH tracking policy) . Therapy programme set (if appropriate) . SENCO intervention set – instruction of external agencies e.g. mentors, Barnardos, workshops. Liaising with therapists . In class intervention set
	<ul style="list-style-type: none"> . Observations of students to agree baselines for assessment tracker 	Tracking team			
Literacy	<ul style="list-style-type: none"> . In class work analysis against expected standards . In class work analysis against 'I can' statements 	Class teacher/class support staff	<ul style="list-style-type: none"> . Word spelling test . Single word reading test . Comprehension test . Colour overlay test . Dyslexia screening if needed . Phonics testing 	Literacy intervention lead Phonics lead	<ul style="list-style-type: none"> . Scaled scores compared to national expected standards . Working at year group, set . Baseline data entered into tracking systems . Appropriate colour overlay ruler (where appropriate) . Dyslexia analysis (where appropriate) . Intervention programme set (where appropriate)
Numeracy	<ul style="list-style-type: none"> . In class work analysis against expected standards . In class work analysis against 'I can' statements 	Class teacher/class support staff	<ul style="list-style-type: none"> . Access Maths test . White Rose Test 	Numeracy intervention lead Class teacher	<ul style="list-style-type: none"> . Scaled scores compared to national expected standards . Working at year group, set . Baseline data entered into tracking systems . Intervention programme set (where appropriate)

Forms of assessment

We recognise the importance of formative, summative and diagnostic assessment and plan opportunities for all three to take place.

Formative assessment involves both student and teacher celebrating successes that have been achieved as well as identifying areas for development so that next steps can be carefully planned to meet individual learning needs.



When formative assessment, or assessment for learning, is embedded in our daily classroom practice, it provides information that can be used to inform planning for teaching and learning that is well matched to students' needs. This will give individual students the opportunity to make good progress and achieve their potential. Assessment for learning involves sharing learning goals, effective questioning and use of oral and written feedback. For further details about Assessment for Learning (AFL) see below.

Summative assessment involves making a judgement of a students' attainment at a point in time in order to assess their performance in terms of a particular standard.

Students are assessed formally once per term. A variety of assessment tools are used to ascertain skills and knowledge competences. Moderation exemplars are used throughout the school to level samples of work and are overseen by members of the SLT as well as the school working with Schools Learning Partnership – a collective of special schools who come together four times per year to validate assessment, feedback and marking of pupil work. Teachers discuss students' assessments with parents on a termly basis. Teachers and literacy/numeracy coordinators have progress meetings with the teaching and learning lead after each cycle of assessments to ensure gaps are identified early and intervention is immediate to support all learners achieve expected in year progress.

Literacy/numeracy assessment to identify students who are not meeting age related expectations. The assessments identify a student's learning strengths and difficulties so that the appropriate help and guidance can be provided. This may be in the form of additional interventions. This is organised and led by the school's literacy/numeracy coordinator and may involve consultation with agencies working in partnership with the school to support individual student. This often informs the process of setting individual targets for students. The teaching and learning lead in conjunction with literacy/numeracy coordinator is responsible for planning and implementing intervention programs to meet the needs of student that require additional support.

Internal and External Moderation

To ensure accuracy of assessments carried out by teaching staff, internal moderation will take place at least on a half termly basis across the school. As well internal moderation, the school will ensure external moderation is carried out on a termly basis with other schools from the Special Learning Partnership. As well as this form of external validation, the school will also bring external moderators to look at specific areas and request review reports of the marking and assessment. Following moderation events data leads will report back to school leaders on the number of samples taken, the number agreed, the number downgraded and the number upgraded

During the year teachers will also be able to make use of electronic copies of works that have been moderated at SLP so that they can self-moderate their student's work.

SEMH Assessment

Please see separate SEMH tracking policy for each site. The site therapist also takes part in termly progress meetings with the teaching and learning lead so that progress in SEMH targets can be tracked and interventions implemented.

All staff to use the following Statements to judge formative progress

. Beginning - Red

New learning - the student has been introduced to the skill however they cannot grasp the concept at this time or the student is at a pre learning state and not accessing the skill or curriculum at present.

. Developing - Amber

The student is starting to develop their understanding of the concept and is starting to use the skill in their work. This may not be done independently.

. Secure - Green

The student is able to use the skill independently and accurately overtime.



KS2 Assessment Process

- 1 • 'I can' statements to be selected based on scheme of work, needs of students and against year framework student is working at.
- 2 • Introduction of three individualised half termly 'I can' statements in student friendly wording to students. These should be entered onto the pro forma and stuck into the front of each students exercise book.
- 3 • Continuous formative assessment against 'I can' statements using R.A.G. statements to judge student progress (see below for descriptors).
- 4 • Summative assessment to be carried out termly using student/age appropriate tools e.g. past SATs papers for those is year 6 taking SATs.
- 5 • Both formative and summative assessment to be used to confirm judgement of student progress against R.A.G. statements.
- 6 • Where appropriate students to be involved in confirming RAG stickers linked to 'I can' statements. Students to be asked to show where they have met each individual target. These to be placed in chart on the front of exercise books as part of D.I.T. at least every two weeks .
- 7 • Teachers to take part in both on and off site moderation e.g. SLP as instructed.
- 8 • RAG data to be entered into Pupil Asset weekly/as requested. The weighted percentages from this should inform the overall formative data entry with summative assessment taken into account where appropriate.

KS3 Assessment Process

- 1 • 'I can' statements to be selected based on scheme of work, needs of students and against year framework student is working at.
- 2 • Introduction of three individualised half termly 'I can' statements in student friendly wording to students. These should be entered onto the pro forma and stuck into the front of each students exercise book.
- 3 • Continuous formative assessment against 'I can' statements using R.A.G. statements to judge student progress (see below for descriptors).
- 4 • Summative assessment to be carried out termly using student/age appropriate tools including PIXL tests matched to 'I can' statements.
- 5 • Both formative and summative assessment to be used to confirm judgement of student progress against R.A.G. statements.
- 6 • Where appropriate students to be involved in confirming RAG stickers linked to 'I can' statements. Students to be asked to show where they have met each individual target. These to be placed in chart on the front of exercise books as part of D.I.T. at least every two weeks .
- 7 • Teachers to take part in both on and off site moderation e.g. SLP as instructed.
- 8 • RAG data to be entered into Pupil Asset every weekly/as requested. Summative data to be based on RAG weighted percentage and summative assessment.