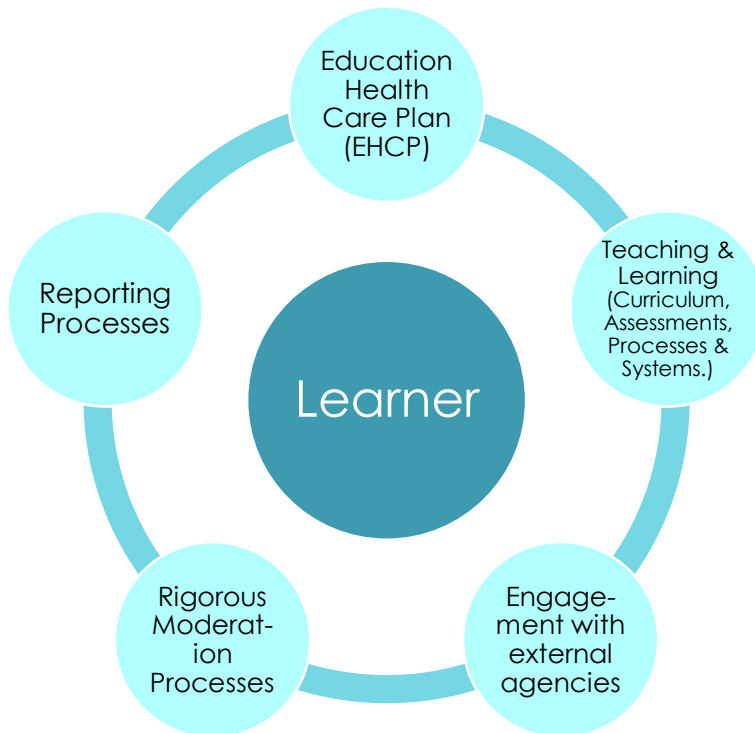
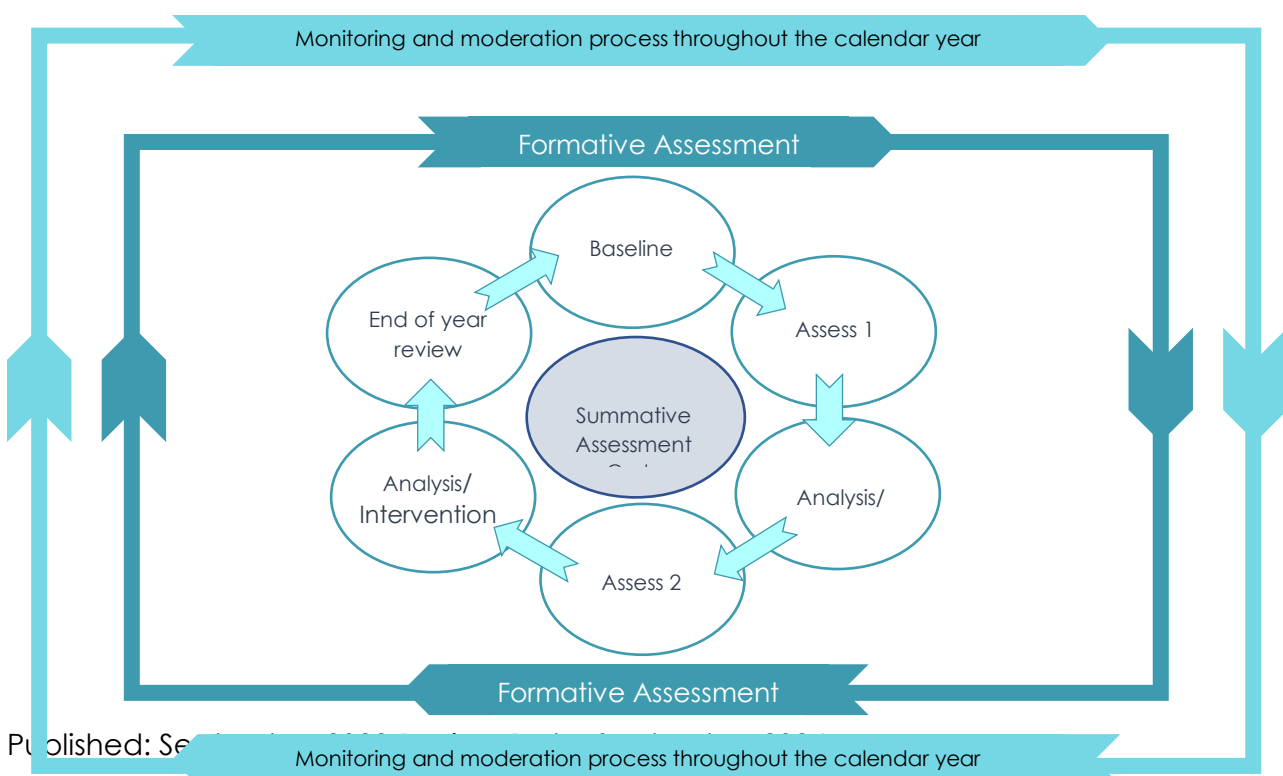


Assessment, Recording and Reporting Policy

Assessment Model – At Tulip Academy Spalding, the cycle of continually assessing progress keeps the learner as the core focus.



The Assessment Cycle



Equal opportunities lie at the heart of all that we do at Tulip Academy Spalding. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support the school.

The Local School Board and Head Teacher of Tulip Academy Spalding ensure that assessment, recording and reporting will be based on the whole school principles of:

- Equal opportunities
- Individual needs
- Age appropriateness
- Pupil involvement
- Recognition of previous learning and experiences
- Sensitivity and understanding
- Parental involvement
- Challenge and pupils progress

1 Assessment

Assessment is the means of identifying the progress which pupils make with the aim of developing the whole child and to continually improve the quality of teaching and pupil learning within the school.

Assessment provides the basis for:

- Acknowledging achievement (academic and personal)
- Planning for learning
- Recording experience, developing knowledge and skills
- Reporting for a range of purposes and to different audiences e.g.: to parents, to Local School Board members, to outside agencies and to the trust.

This will be done in the following ways:

- I. During lesson time, to use effective questioning techniques, learning observations and monitoring of pupils work to check their understanding and progress towards the given learning questions and success criteria.
- II. Through progressive summative assessments where, following a sequence of learning, pupils will be assessed to see what learning has taken place and to ascertain the effectiveness of teaching methods, pupils' groupings and resources.

- III. 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 student's needs. Staff will level work when completed by highlighting the aspects of outcomes that they have covered. These levelled pieces of work will be useful when teachers assess the learning stage of pupils.

2 Recording

Recording is the means by which teachers and assistants identify and keep information about learning. Through the planned use of recording systems information about pupils' achievements is noted and retained.

3 Reporting

Reporting is the process of providing information about pupils' learning and achievements to a range of audience including key stake holders.

4 Base lining

Pupils who arrive at the Tulip Academy Spalding school will be assessed and levelled within their first term (based on a six-term year). Where pupils arrive with previous levels these will be taken into account.

Formal Pathway Learners

In English, reading and comprehension will be assessed using the Renaissance Star Reader test to attain a reading & comprehension age. These levels will be matched to a level within the PIVATS 5 or 4Adulthood assessment tool and pupils will be provided with an appropriate reading book using the Rapid Reading scheme. The Twinkl Phonics assessment tools are used to determine which phonics phase pupils fall into. In Mathematics the Renaissance Star Maths test is used and again the scores achieved are matched to a level within the PIVATS 5 or 4Adulthood assessment tool.

Semi-Formal Pathway Learners

Where appropriate in English, reading and comprehension will be assessed using the Renaissance Early Literacy test to understand a pupils current knowledge, skills and emerging needs. These levels will be matched to a level within the PIVATS 5, 4Adulthood or AET (Autism Education Trust) assessment tool and pupils will be provided with an appropriate reading book using the Rapid Reading scheme. The Twinkl Phonics assessment tools are used to determine which phonics phase pupils fall into. Where appropriate in Mathematics the Renaissance Star Maths test is used and again the scores achieved are matched to a level within the PIVATS 5, 4Adulthood or AET assessment tool. Where these tools are deemed inappropriate a range of classroom based activities will be deployed exploring the key areas of communication, English, cognition and maths. Collectively this information will be scrutinised and matched to a level within the PIVATS 5, 4Adulthood or AET assessment tool.

Pre-Formal Pathway Learners

For those pupils, whose learning profile indicates they are a pre-formal learner, a range of classroom based activities will be deployed exploring the five key areas of the engagement model: exploration, realisation, anticipation, persistence and initiation. Information presented in report, alongside teachers observations, will be collated to understand a pupils communication and interaction needs. Collectively this information will be scrutinised ensuring the learner is set appropriate targets within MAPP (Mapping and Assessing Personal Progress).

Personal Social and Emotional Development (PSD) is base lined using information from a variety of sources such as

- pen profiles provided by the pupils' former school, visits to pupils previous settings & discussions with staff there.
- minutes from meetings with professionals such as the behaviour mentor, learning mentor, SENCOs, pupils and their parents
- our knowledge of pupils in this setting.
- review of SchoolPod to check observations & incidents recorded since starting at Tulip Academy Spalding.
- information from EHCPs
- discussions with staff from the school & outside agencies who regularly work with the pupil

This information allows us to build a clear picture of the individuals and determine a starting level/milestone using the PIVATS 5, AET or MAPP assessment tool. This ensures targets are set at an appropriate level.

Forms of Assessment Used

Tulip Academy Spalding school uses a variety of assessments to meet the needs of the individual pupils.

5.1 PIVATS 5

New pupils who arrive at Tulip Academy Spalding will be base lined using the assessment tool PIVATS 5. This process is completed by the class tutor and subject teachers to establish prior learning, knowledge and understanding in English (Reading, Writing, Speaking and Listening), Maths (Using and Applying, Number and Shape, Space and Measure) and Personal Social and Emotional Development (Behaviours for Learning, Independence and Self Help and Social Awareness and Relationships). This base lining will be completed within the first term of arrival (based on a six term year). Progress within PIVATS 5 is tracked regularly by class tutor and subject teachers using assessment trackers as a working documents to highlight the progress and attainment made by students and to assess and determine individual pupil's next steps for learning. The trackers are analysed three times a year by the Senior Deputy Headteacher (SDHT) where underperforming pupils are identified, and bespoke intervention strategies are implemented with the aim being to accelerate progress and narrow learning gaps amongst pupils.

5.2 English and Mathematics 4Adulthood

As formal learners transition into Key Stage 4 their learning profile in PIVATS, for English and Mathematics, is converted onto the relevant 4Adulthood tracker. Such trackers, which have been designed by subject specialists in-house, are designed to develop students' knowledge and understanding so they can apply core English and Mathematic skills to real life functional situations. The English 4 Adulthood tracker is chunked into specific strands (Writing, Reading and Speaking and Listening) where the Mathematics 4 Adulthood tracker is one document containing coverage of the many mathematical strands. Progress is tracked regularly by the subject teacher using marking logs in pupils workbooks and then the assessment tracker is used as a working document to highlight the progress and attainment made by students and to assess and determine individual pupil's next

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steps for learning. The trackers are analysed three times a year by the Senior Deputy Headteacher (SDHT) where underperforming pupils are identified, and bespoke intervention strategies are implemented with the aim being to accelerate progress and narrow learning gaps amongst pupils.

5.3 CASPA (Comparison and Analysis of Special Pupil Attainment)

PIVATS 5 and 4Adulthood data is input into CASPA at the end of each assessment period and the data is analysed against personal targets in the winter and spring period and against personal targets and national attainment and expectations in the summer. The SDHT analyses this further; intervention strategies are implemented for all pupils and students making 'less than Expected Progress' and 'More than Expected Progress'. Whole school targets are also devised where appropriate and included in the School Development Plan.

The Target setting facility in CASPA is used to set individual targets for students in core subjects. These targets are then shared and agreed with the relevant subject leaders. The SDHT works with the subject leaders, tutors and subject teachers to agree 'Challenge Targets' for each pupil. The progress pupils make towards achieving both the targets is analysed by the AHT and subject leaders at the end of each assessment period.

5.4 Autism Education Trust (AET) Trackers.

AET trackers are utilised to assess the personal and social development of selected individuals, in addition to tracking attainment and progress towards Personal Targets in Communication and English and Maths and Cognition for some learners at Springview Campus. Such pupils may be involved in specific intervention programmes or may present a particular behavioural need which requires additional support. The design of the AET trackers allows focused challenge to be applied to areas of development.

Assessment is captured three times within the academic year and progress is scrutinised on a yearly basis. Assessment outcomes within the tracker may form part of pupils EHCP or learning aim targets and works in collaboration with the school's curriculum.

5.5 MAPP (Mapping and Assessing Personal Progress) Tool

The MAPP Assessment Tool Tracker is used to highlight attainment and progress for our pre-formal learners considering their levels of engagement. This is in conjunction with The Engagement Model and the school acknowledges progress cannot be tracked in a linear way for these learners.

5.6 Non-Core Assessment

Assessment judgements for Non-Core subjects are made and tracked regularly by the subject teacher and progression within the curriculum expectations are documented throughout the academic year. The trackers are then analysed by the SDHT. Following this subject teachers, of non-core subjects, are provided with a brief report highlighting pupil outcomes and those pupils whom are underperforming. Subject teachers are asked to consider how they can develop targeted in class practice to ensure these pupils make progress.

6 Baseline Testing

The following tests are used twice a year. In the first instance to baseline pupils and again to monitor progress over the academic year.

6.1 Renaissance Star Reader

The Renaissance Star Reader assessment provides pupils with a reading age, their current strengths and emerging needs.

6.1 Renaissance Early Literacy

The Renaissance Early Literacy assessment provides pupils with their current strengths and emerging needs.

6.3 Renaissance Star Maths

The Renaissance Star Maths assessment provides pupils with an age related score, their current strengths and emerging needs.

6.4 Twinkl Phonics Assessment

The Twinkl Phonics assessment tool is used to determine which phase a child is currently working within.

7 Moderation and Informing the Assessment Process.

Moderation is way of maintaining rigour in the assessment process. It confirms teacher judgements and aims to standardise the levelling of work throughout the school. This will inform the planning for individual and group lessons. The following steps will be taken to moderate the assessment of pupils' work and progress:

- I. Internal moderation procedures to ensure that teacher assessments meet the criteria set by the Qualifications and Curriculum Authority (QCA)
- II. Internal moderation to ensure that individual teacher judgements are corroborated to achieve 'best fit' rounded judgements when completing the PIVATS, 4Adulthood, AET, MAPP or Non-core progress statements for individual pupil profile.
- III. Setting targets as part of the annual review process, next steps and individuals plans.

7.1 Collecting a variety of evidence to support teacher assessments

- I. Individual pupil assessment, including Personal Targets (PIVATS/4 Adulthood/AET)
- II. Subject leader and Class Teacher Evidence folders that collate all work moderated by a group of staff.
- III. Teacher notes/observations- planning and learning aims documents.
- IV. Effective Marking and Feedback which encompasses a tracking grid highlighting exact pieces of work which demonstrate progress towards assessment strands.

7.2 External Moderation.

Tulip Academy Spalding engages in an external moderation programme organised by LEARN Teaching School. This working relationship includes several other special schools in Lincolnshire. There is one meeting per subject every academic year, each school brings three pieces of work per key stage, of pre-moderated work, that demonstrates a range of abilities and levels. This allows for internal moderators judgements to be checked. Reports from the moderation are then reported back to staff and governors.

8 REPORTING

8.1 Mid-Year Reporting

Following the tri-annual assessment reviews parents/carers are presented with data outlining pupils progress in the following areas:

- I. PIVATS, 4Adulthood, AET or MAPP levels of progress in English, Mathematics and PSD.
- II. KS4 assessment levels, linked to accreditation, in English and Mathematics.

In addition parents/carers will receive a chart demonstrating progress towards meeting Education Health Care Plan outcomes and the next steps the individuals need to achieve to make progress. From this point forward, all pupils progress information will be saved electronically on the student's individual profile, after the data submission deadlines and consequent analysis work.

8.2 Annual Review

This outlines pupils progress in the following areas:

- I. PIVATS, 4Adulthood, AET or MAPP levels of progress in English, Mathematics and PSD.
- II. KS4 assessment levels, linked to accreditation, in English and Mathematics.
- III. Targets set in previous EHCP review and comments on levels achievement to date
- IV. Pupils attendance throughout the year

8.3 Annual Report

A report is prepared for all students by each class and/or subject teachers. This report communicates:

- I. How well the pupils is doing in core National Curriculum subject areas.
- II. How well the pupil is doing in non-core or topic based learning.
- III. How well the pupil is doing in their option subject (Formal Learners – Secondary Middle)
- IV. How well the pupil is doing in other subjects and activities which are part of the school's curriculum
- V. How much effort and commitment the pupils demonstrate per subject.
- VI. How well each pupil is progressing socially

Tulip Academy Spalding believes in providing regular opportunities for teachers to communicate with parents about how their child is progressing and how they can support their child's learning. This communication process is also supported by the use of home/school books as a means of teacher/parent liaison. Throughout the year open discussion is welcomed

8.4 Assessments made by other professionals

The following services contribute to annual reviews and progress meetings as appropriate:

- speech and language therapy

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- art therapy
- occupational therapy
- physiotherapy
- CAMHS
- Educational Psychologist
- And possibly other services

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

8.5 How is the data collected to be used?

All assessment information will provide evidence of individuals performance year on year. It will:

- I. enable the school to monitor individuals performance against class results
- II. enable the school to monitor individual's performance against LEA, cohort groups and other special schools.
- III. Enable the monitoring of different group of learners
- IV. Enable the monitoring of pupil/cohort achievement in different subject areas
- V. enable analysis to discover whether pupils make consistent progress throughout the school. To identify what aspects of curriculum and teaching need to be strengthened. This information will then be used to:
 - I. inform Local School Board members, Parents, the Local Authority, the Academy Trust and OFSTED
 - II. inform the whole school development plan
 - III. inform subject development plans.

9 Policy review

Tulip Academy Spalding considers the Assessment, Recording and Reporting Policy document to be important and the SDHT will undertake a thorough review of both the policy and practice each year and report to the Local Governing Body annually.

This policy should be read in conjunction with:

- I. The Effective Marking and Feedback Policy
- II. The Planning Policy,
- III. The Examinations Policy