Grand Union Village School

Assessment Policy

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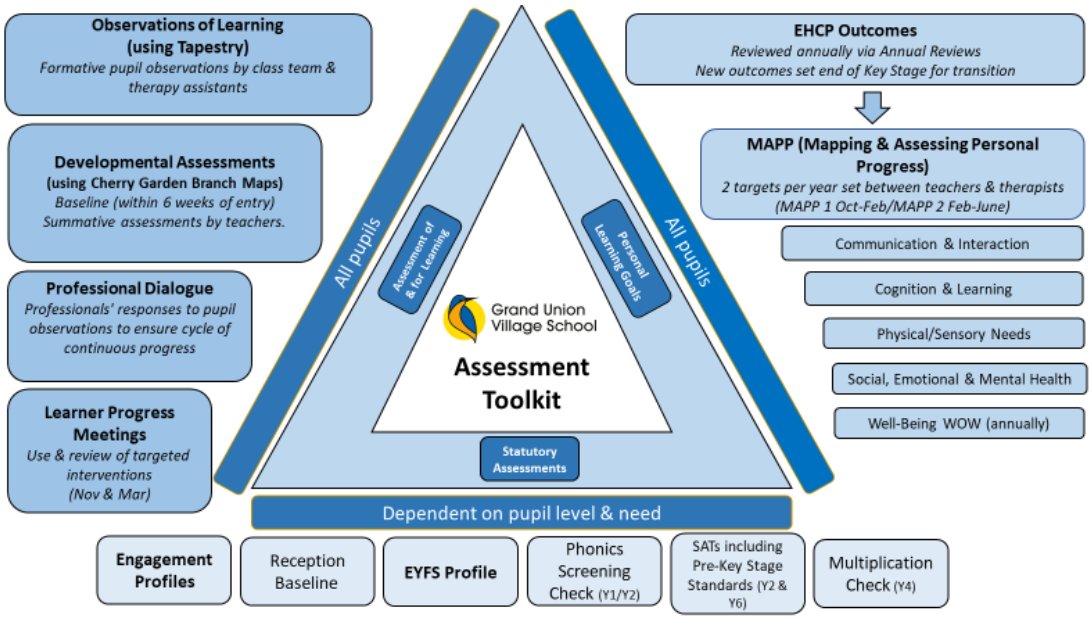
This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation, statutory guidance, or best practice (where appropriate).

This policy applies to the staff of Grand Union Village School, and the trustees of the Eden Academy.

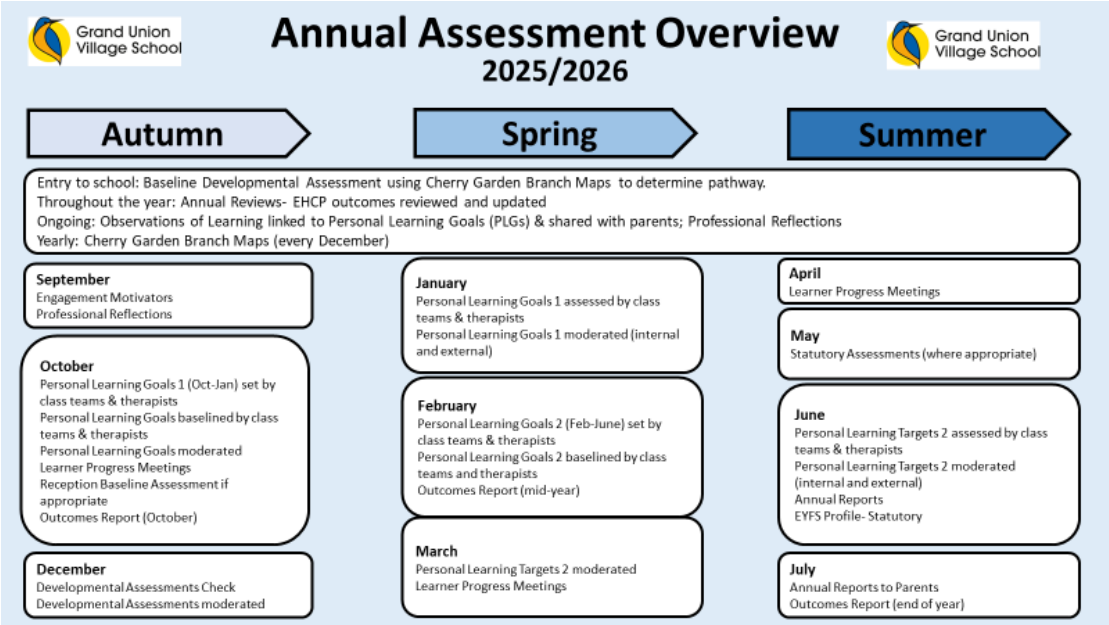
For further details, refer to Grand Union Village School's Curriculum, Planning and Progress Guidance.

Assessment Overview

Grand Union Village School uses a toolkit of assessment processes to achieve its aims. These 'tools' recognise, evidence and celebrate progress and outcomes for all pupils learning within different learner pathways and at different ages and stages across the school.



A combination of formative and summative assessment is used throughout the year to assess pupil progress as part of the Annual Assessment Cycle.



The process of assessment involves teachers predominantly but is supported by support staff and therapy teams where appropriate. At Grand Union Village School, assessment provides a holistic opportunity to celebrate the progress made by all learners.

Formative assessment takes place during learning 'in the moment' and is on-going. It informs the next steps in learning. This knowledge of the pupil is used to adapt planning, teaching and learning, and inform personal learning targets.

Summative assessment takes place after a period of learning and requires making a judgement about learning that has taken place. Through summative assessment, both short and long term progress is monitored and tracked. This informs target setting for groups of pupils and the whole school to ensure inclusive practice.

Our aims of assessment are to:

- Observe and evidence learning
- Inform our teaching and learning process
- Inform planning, target setting and interventions
- Recognise and identify the progress that pupils are making
- Use approaches that deliver the best outcomes for our pupils
- Ensure consistency across the school in approaches that we use

- Be compliant with statutory requirements
- Track individual and group progress over time
- Track and identify individuals and groups who are not making expected progress
- Identify barriers to learning and the development of strategies to overcome these
- Promote inclusive practice by ensuring that all groups of pupils are making good or better progress
- Gather information to inform teaching & learning and ensure consistency and progression as pupils change teachers and key stages

These processes enable all children to achieve their best by ensuring consistency in approach and by providing interventions for individuals or groups not making expected progress or exceeding expected progress.

How do we assess at Grand Union Village School?

There are four distinct tools used to measure progress:

- The Cherry Garden Framework
- EHCP Outcomes
- Personal Learning Targets (includes MAPP targets)
- Learner Progress Meetings

Statutory Assessment tools are used, when appropriate, such as Engagement Profiles and Phonics Screening Check.

Grand Union Village uses Engagement Profiles to highlight engagement motivators for each pupil so that sustained learning can take place. These profiles are a vehicle for reflective enquiry around a pupil and lead into our target setting process.

Our online learning journal provides a secure and accessible platform for staff and parents to access evaluations of pupils' learning and developmental assessments appropriate to each pupil's stage of learning.

Teachers record evidence of pupil progress on our online learning journal by uploading written observations, photos and videos to each pupil's online learning journal. These are typically linked to Developmental Assessments and/or Personal Learning Targets. Staff can choose to share some of these

observations with parents/carers. Parents can also share achievements with school.

Developmental Assessment with Cherry Garden Framework

This system is a child-centred record of progress that allows for a flexible approach to assessment. A child's learning journey can follow its own unique path, and the straightforward organisation of milestones means that adults can see if a child has missed a key step that is holding them back from gaining new skills and knowledge.

The Cherry Garden developmental framework incorporates key existing developmental assessments including:

- Development Matters
- Early Years Foundation Stage Goals
- Routes for Learning
- Engagement Profile
- Pre-Key Stage Standards

The assessment framework allows pupils to demonstrate progress in both core and expressive skill development. Assessment 'branches' cover a wide a range of developmental levels that are suitable for all learners at Grand Union Village School (see Appendix One). Pupils at earlier developmental levels spend more time focusing on targeted core learning areas, before moving on to higher level subject specific learning in line with their cognitive development.

All pupils receive a baseline assessment within six weeks of starting at Grand Union Village School using the Cherry Garden Developmental Framework. Parents/Carers can view children's progress through the online portal, linking assessment progress to observations of their child's work.

EHCP Outcomes

All pupils at Grand Union Village School have an EHCP. These legal documents state the provision that each pupil is entitled to receive during their time at school, as well as any additional support at home.

Educational outcomes form a key part of each EHCP. These are closely monitored throughout the year and form the basis for a pupil's personal 'MAPP' targets. Progress towards meeting educational outcomes defined in a pupil's EHCP will be monitored during annual review meetings.

Personal Learning 'MAPP' Targets

These are short tem targets, derived from EHCP outcomes and set through multi-professional collaboration. These targets are monitored through evaluations and assessed using MAPP (Mapping and Assessing Personal Progress) on a bi-annual basis.

All pupils are set core targets across the breadth of the curriculum which are tracked closely throughout the year to help determine their level of progress. They are supported by evidence from observations of all staff concerned in the delivery of each target.

Personal Learning Targets are modelled on the areas of need as defined by Education, Health and Care Plans: Communication & Interaction; Cognition & Learning; Social, Emotional & Mental Health and Sensory Needs & Physical Needs.

MAPP assessment is ipsative, comparing a pupil's progress with their own previous performance or their baseline set in relation to a specific target and is therefore not referenced to an external set of criteria.

When using MAPP, consideration is given to four strands of skill development: Independence, Fluency, Maintenance and Generalisation both when setting outcomes and throughout their implementation and evaluation.

Most pupils receive two sets of personal targets during an academic year. Some pre-formal learners who are not yet engaged in subject specific learning may use the same set of targets for the whole academic year.

Learner Progress Meetings

Teachers discuss and moderate their overview of learner progress in meetings with the school leadership team. Evidence of learning from our online learning platform and from personal learning targets are reviewed as well as judgements against developmental assessments.

Each pupil is routinely discussed at these meetings; barriers to learning are broken down; gaps in learning established and strategies are discussed. Actions are set and these are monitored at the next learner progress meeting.

These meetings may be focused on a specific curriculum area, or a broader overview of all aspects of learning.

Teachers will share any skills or knowledge gaps that have been identified following their review of a pupil's Cherry Garden Statements. If a pupil has made exceptional progress in any areas, this should be noted as well.
The following should be recorded:

- Identified gaps in knowledge / skills
- Possible barriers to learning
- Identified 'Areas of Focus' for the pupil
- Actions required (e.g. strategies, resources, additional support)

The importance of triangulating evidence

Given the complexity of the needs of pupils at Grand Union Village School, it is not possible to use one assessment system and a formulaic approach to understanding pupil progress or outcomes; therefore triangulating evidence is of vital importance with regard to pupil outcomes.

We believe that if each input into each child's learning is good or better, then the progress made by that child will be the best that the child could have made. In order for us to be able to say that the input into each child's learning is good or better, there needs to be rigorous monitoring, reviewing and management of teacher performance. We achieve this through the following mechanisms:

- Learner Progress Meetings (twice a year)
- Learning Walks
- Performance Management
- Lesson Observations
- Trust Development Visits
- Specialist support e.g. through therapists, Educational Psychologists
- Annual Reviews
- Review and moderation of observations of learning; MAPP targets and judgements and developmental assessment judgements (both internal and external)
- Review and moderation of planning

The Role of Statutory Reporting & Assessments

The school fulfils all of its statutory responsibilities in reporting on pupils who are working below Pre-Key Stage Standards and on the Engagement Profile.

Pupils at Grand Union Village School are unlikely to access statutory assessments as they do not access the National Curriculum. Pupils are entered under the 'Engagement Model' (for pupils learning 'through' rather than about subject specific learning)

Each year, we consider whether Early Years pupils are able to be assessed using the Reception Baseline.

All Early Years pupils are assessed against the statutory Early Learning Goals (ELG) in June of each year although at Grand Union Village School all pupils are classed as 'working towards'.

Additional assessments used in school

Additional pupil assessments are used as and when needed by professionals.

These include:

- Speech & Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychologists
- Sensory assessments e.g. vision, hearing

Moderation

The following practices are used to moderate pupil outcomes and judgements:

- professional dialogue between teachers, class teams and therapists to target set, baseline and assess progress
- internal moderation of Personal Learning Targets (MAPP) between all teachers
- internal moderation of Engagement Profiles (including whole class team)
- internal moderation of Observations of Learning (including whole class team)
- external moderation of Personal Learning Targets (MAPP) with Grand Union Village School
- planning moderation between all teachers
- Learner Progress Meetings
- shared learning walks

Reporting to Parents/Carers

Parents and carers are informed of their child's progress on a regular basis through daily communication in home-link books and through the publishing of learning evidence via our online learning journal. Parents should expect two published posts per week.

Parents/carers are also updated on progress and outcomes via:

- Parent evenings
- Coffee Mornings
- Annual Reviews
- Annual Report to parents
- Weekly parent bulletins
- Sharing of personalised targets
- Sharing of engagement profiles

Reporting to LAB & Staff

Pupil outcomes are reported to the LAB (Local Advisory Board) on a twice yearly basis alongside the SIP (School Improvement Plan) and the SEF (School Evaluation Form). These documents support LAB members to support the school to deliver it's school improvement plan.

Pupil outcomes are shared with teachers on an ongoing basis. Teachers receive feedback via moderation and monitoring processes; learner progress meetings and through the sharing of the Outcomes Reports on a termly basis.

Reporting to Board of Trustees and Eden Academy

Pupil outcomes are reported to Board of Trustees three times a year (Oct, mid-year and end of year). These reports and data are scrutinised by the Regional Director (North) who reports to the Board of Trustees.

Assessment Leads are supported by Eden's Outcomes Hub.

Roles and Responsibilities

The Board of Trustees and Senior Leadership Team of the academy are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment
- Ensuring consistent application and good practice across the school

The Head of School is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards
- Prioritising key actions to address underachievement
- Reporting to the Trustees on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

The Assessment Lead is responsible for:

- Holding individual target setting meetings and progress review meetings with teachers throughout the year
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement Identifying pupils who would benefit from additional support and interventions
- Delivering staff training to new staff on the assessment cycle and processes as part of their induction
- Keeping up to date with developments in assessment practice

Teachers are responsible for:

- Following the assessment procedures outlined in this policy

Monitoring Arrangements

This policy will be reviewed bi-annually by the Head of School/Assessment Lead.

At every review, the policy will be shared with the Executive Head Teacher in the academy.

All teaching staff are expected to read and follow this policy.

The Head of School is responsible for ensuring that the policy is followed.

The Head of School and Assessment Lead will monitor the effectiveness of assessment practices across the school, through: work scrutiny, lesson walks, moderation exercises, data review, pupil progress meetings, and lesson observations.

Particular responsibility for this monitoring lies with the Deputy CEO and Regional Directors, who undertake a series of Quality Assurance visits across the academic year looking at different aspects of provision, and the Trustee with responsibility for standards to whom this is reported on a termly basis.

Monitoring of the Assessment policy and outcomes will also be undertaken through:

- Regular school visits (Eden Senior Leaders and CEO) – each with a key focus and written feedback provided
- Peer to peer visits (annually)
- Reporting to Trustees (outcomes - thrice yearly)
- Trustee visits (annually)
- Cross academy outcomes group (termly meetings)

Appendix One: Cherry Garden Framework Assessment Branches

Communication, Language & Literacy (CORE)			
Language & Communication 1-10	Attention & Understanding 1-10	Reading 2-10	Writing 4-10
Mathematical Development (CORE)			
Routes Targets 1-4	Number 4-10	Shape, Space & Measure 2-10	
Physical Development (CORE)			
Gross Motor 1-10	Fine Motor 1-10	Swimming 1-10	
Personal, Social & Emotional Development (CORE)			
Self-care & Independence 1-10	Relationships & Others 1-10	Feelings, Behaviours & Morals 1-10	
Creative Development			
Creative Performance 4-10	Media & Materials 4-10	Design & Technology 5-10	Creative Expression 5-10
Understanding the World			
People & Communities 5-10	The World 5-10	Scientific Enquiry 5-10	ICT 5-10