



Assessment Policy and Practices at Lancasterian

Introduction

Lancasterian caters for a wide range of pupils in terms of age, ability and learning style, and the assessments or measurements of progress used reflect this diversity.

At Lancasterian we believe:

- i) Assessment is a powerful tool in understanding pupils better and thereby being able to focus and monitor the teaching they need more effectively. Hence, assessment ultimately improves performance and raises standards.
- ii) Assessment is a continuous process and, although an important responsibility of the teacher, is carried out by all informed professionals supporting a child, eg, teaching assistants, speech and language therapists, physiotherapists, occupational therapists. Most day-to-day assessments are based on frequent and informal tasks and questions, which give pupils the opportunity to demonstrate their knowledge, understanding and skills. What they can say or do is observed and interpreted and judgements are made about how learning can be improved. Other assessments are formal such as b-squared, phonics screening, EYFS profile, National Curriculum teacher assessments and relevant accreditations.

The purpose of assessment

Assessment is used to monitor pupils' progress as well as being an integral part of teaching and learning, informing planning and target setting. It is not an end in itself, but is used to help teachers to focus on the selection of short-term appropriate learning objectives, taking into account the life-long learning journey of individual pupils.

Assessment informs all levels of planning for individuals and groups. Teachers should ensure that assessments carried out inform individual educational plans and that these in turn directly influence teaching and learning.



Assessment for learning

Assessment for learning is the process of seeking and interpreting evidence to decide where the pupils are in their learning, where they need to go and how best to get there taking into account previous rates of progress. Assessment gives a detailed picture of the pupil, identifies strengths as well as difficulties and ensures the appropriateness of programmes, specific resources, placement, etc.

Assessment also gives a picture of how well the school is doing and gives direction in setting challenging targets for improvement. Assessments should be useful, not take up too much time, add to teachers' knowledge, and be of direct benefit to the learning process.

Statutory obligations

- EYFS Profiles – Reception aged pupils
- Year 1 phonics screening test
- National curriculum provision – annually
- End of Key Stage, teacher assessment in each of the three core subjects of English, Maths and Science, plus ICT at Key Stage 3
- Standard testing, if appropriate, in the three core subjects administered in accordance with the instructions from the DfE and the results recorded and dispatched as instructed
- Annual review of statement

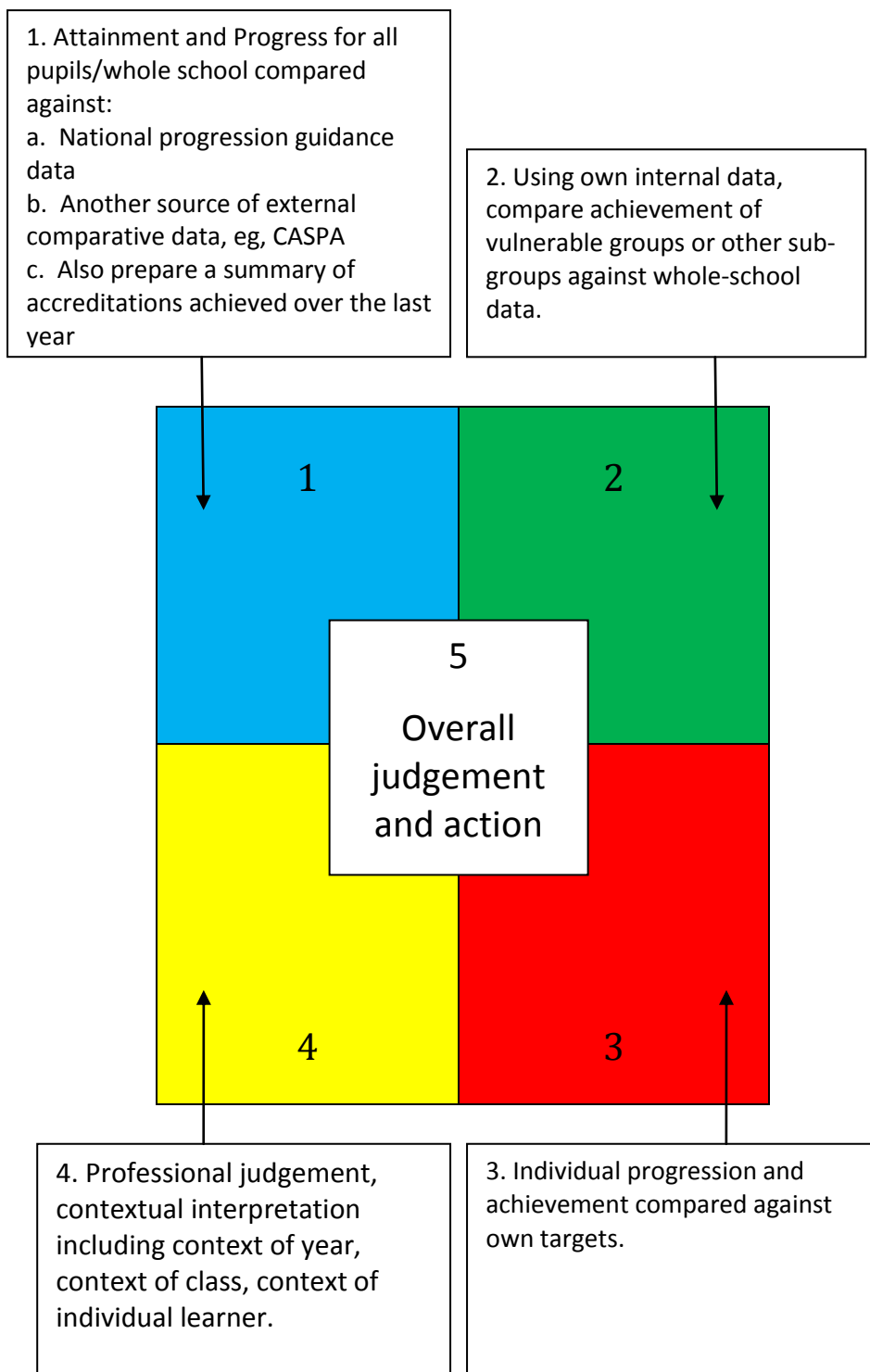
Entitlement at Lancasterian

In addition to the statutory requirements, the following teacher assessments will also be carried out in school. (Other professionals may conduct their own assessments which contribute to those carried out by the teacher). This includes assessment of English, Maths, Science, ICT, PSHE and Citizenship against the P scales and National Curriculum levels where appropriate.

- Assessment against the P scales and National Curriculum levels – in December, March and June using the b-squared assessment tool
- Report of EYFS profiles – supported by Fingertips online – annually in June
- On-going assessment of IEP targets – to be reviewed on a half-termly basis
- Communication and language skills – supported by Speech and language Therapy
- Significant change in behaviour – reflected in Behaviour Support Plans
- Hearing and Visual Impairment needs supported by the Lancasterian Sensory Support Service

Lancasterian model of assessment

At Lancasterian School we use the following model to demonstrate our whole-school approach to assessment. A yearly assessment timetable, which outlines key aspects, dates for assessments to be completed, targets setting and pupil progress meetings, is shared with staff at the beginning of the academic year.



Assessment techniques

Many options for assessment are available and can be used in combination. Teachers' opinions backed up by evidence is as important as any formal test given, and is ongoing throughout the year.

At Lancasterian School the following techniques are used:

- Observations
- Scrutiny of work
- Termly moderation – internal and external
- Marking of pupils' work
- Formal assessments
- Questioning
- Practical, written and oral assessments
- Discussions with, and reports from, parents/carers and other professionals involved, eg, SaLT, Occupational therapy and Physiotherapy
- Evaluations on planning sheets
- Pupil's contributions to Annual Reviews
- Educational Psychologists' reports
- Video evidence, including Powerpoint presentations prepared for each annual review

Pupils' involvement in assessment

At Lancasterian we believe pupils should be involved in the assessment of their own work and progress as much as possible. When teachers state clearly what they want pupils to learn and why, the activity is given purpose and direction. Lessons start with the purpose of the activity being explained to the class. Thus pupils and staff supporting the pupils are told not only what they are to do but also why they are doing it and what they will learn from the activity. In the plenary session at the end of each teaching activity, pupils are brought back together as a group and given the opportunity to discuss what they have learnt in relation to the Learning Objective. For some pupils it will be more appropriate for the adults supporting them to give feedback. The plenary also provides an opportunity to assess whether or not individual targets have been achieved, and to reward pupils, in line with the class's reward system. When lessons conclude in this manner, they provide opportunities for regular, ongoing self-assessment, teacher assessment and target setting.

Process

All pupils are encouraged to be involved in self assessment wherever possible by means of photographs, sharing learning objectives, IEP targets, comments on Annual Reviews etc, using appropriate spoken language or AAC that they can understand.

A pupil has achieved a particular level (P scale/National Curriculum) when the teacher and class team are confident that the observed achievements are regular and repeated at least three times in a different context. Formal and informal assessments cover aspects of knowledge, understanding, skills, attitude and behaviour.

External awards

The school uses ASDAN, OCR, Arts Award schemes and Duke of Edinburgh to accredit achievement.

Assessment resources

Lancasterian School uses the b-squared assessment tool to support teachers undertaking P level/National Curriculum assessments. These assessments are entered into the school's internal tracking system. The assessment lead RAG rates the internal tracking sheets and feeds back to teaching staff during termly pupil progress meetings. This is then shared with the Senior Leadership Team.

Analysis of Assessment Data

Judgements regarding pupil progress against local and national trends is enabled through the use of CASPA.

Equal Opportunities

Some of the assessments used are non-verbal or designed for pupils who are developing their understanding of spoken English. Books and resources used during the assessments should reflect the cultural diversity in which we live and interpreters and translations are provided when needed. Where pupils have significant speech and language difficulties, sensory impairments or physical disabilities, including profound and multiple learning difficulties, alternative means of communication such as signing, electronic communication aids, switches etc, may be used. Non-symbolic communication – such as gesture, eye-pointing or change in body tone – may inform assessments of pupils at the early developmental stages. Teachers also take account of individuals' learning styles, behaviours etc, resistant or un-cooperative behaviour does not necessarily indicate inability to perform a certain task and teachers may need to modify their approach.

Pupil worksheets are adapted when necessary. Where pupils are not able to articulate their views, pupil worksheets are completed by the class team to give an honest representation of the pupils perceived preferences.

Monitoring and Evaluation

The effectiveness and usefulness of the assessment policy and practices at Lancasterian will be monitored and evaluated by the Senior Leadership Team. This policy will be reviewed and updated on a 3 year cycle.

December 2013

Policy to be reviewed December 2016