



# Policy for Assessment and Pupil Tracking (R.E.A.L. Independent Schools)

Amended on: 03/09/2019

Review Date: 03/09/2020 NB - There are likely to be significant changes next year in line with our new curriculum policy and the new curriculum framework.

## **Revision history:**

03/09/2019 - Fully Revised in light of changes to QA, assessment and tracking practices plus some preparation for the new framework.

03/09/2017 - Changes with regards to progress made by the school with regards to tracking and QA. Also in light of the July 2017 OFSTED

01/03/2014: - No amendments to policy.

01/03/2012: - Policy written for R.E.A.L. Independent Schools.



## Aim

It is our aim that our assessment and pupil tracking policy and processes become part of a cycle of continuous improvement and this policy links very closely to the Marking and Feedback Policy. We believe that assessment is not an end in itself; its purpose is to support teaching and learning by identifying what learners already know and can do and what their next steps should be.

At REAL Independent School we offer an inclusive, differentiated and personalised approach to assessment to provide the opportunity for all learners, including those who are from low starting points, to make outstanding progress.

## Initial Assessments and Baseline

It is widely agreed that in order to plan, teach and measure learner progress, teaching and support staff need a clear understanding of starting points in order to accurately monitor performance.

The cohort of children and young people referred to R.E.A.L. Independent School share a profile of complex additional needs and are often disenfranchised from the learning experience. Many of our learners have poor self image, low self esteem and an inaccurate view of their own abilities. The initial engagement process is often one of stabilising whilst seeking to establish a baseline of strengths and specific needs which will serve as drivers for an emerging programme of learning. It is our aim that all learners will have an initial period of assessment upon entry to the school that is tailored to their individual needs and gives an initial snapshot of their skills in all areas of life. This will include:

- Identifying any specific learning needs
- Identifying an appropriate learning style
- An initial assessment of risk
- Provide an initial assessment of the individual's PSHE and wellbeing profile on entry in an attempt to evaluate an appropriate social context for learning
- Evaluating an appropriate learning environment for the individual Identifying short and long term learning pathways
- Establishing historical data on attendance and engagement and placing them at the appropriate stage on our attendance and engagement tracking system.
- Establishing any previous data in relation to attainment and progress from previous schools, education provider and through access to school files.



This period of assessment will be led by the Learner Induction Lead or Identified Learning Manager but will require significant input from delivery staff. Information will be collated and recorded using an Individual Curriculum Intent Profile.

This initial period upon entry to the school, and also at transition periods such as a change of key stage, or if appropriate at the beginning of a new academic year, teaching staff will baseline assess to ascertain whether learners are working at age related expectations or below age related expectations. We will also use this period to identify those learners who may be categorised as more able. If learners are working below age related expectations we will aim to identify whether this is due to cognitive difficulties or due to their experience meaning that they have the potential to be working towards age related expectations. We will use this to identify an appropriate curriculum pathway to meet their needs and enable them to experience success without limitations.

It is expected that for some learners the period of initial engagement and baselining may take a longer period of time.

In order to accommodate the difficulties presented by a formal approach to assessment, and for some learners who may be disengaged from education, REAL Independent School team have a range of tools and approaches geared to re-thinking approaches for the collection of assessment information. This can include games, targeted discussion and formative assessment against key performance indicators or the learning outcomes as set out for learners who may access more formal accreditation pathways.

## **Summative Assessment (Assessment of Learning)**

Curriculum leads have a range of summative assessments available for those learners who can cope with this.

We recommend that any summative assessments that take place should be to assess learning across a broad range of topics and to assess retention.

## **Target grades and predictions**

It is our belief that we will only make predictions about end of Key Stage 4 attainment and grades if it is helpful for that learner and rarely will this be shared directly with them. This is due to the complex nature of our learners and their often their chaotic lives which can impact significantly on performance.



## Formative Assessment Strategies (Assessment for Learning)

We have found that formative assessment strategies are the most powerful in ensuring learners are able to make good or outstanding progress. This includes day to day assessment against the specific and measurable learning objectives during their sessions, independent work or through small tests or assessment tasks.

We have identified that in order for effective assessment for learning to take place these features should be in place for every learner in every session:

- Clearly identified learning objectives taken from quality assured Lesson Preparation forms, Key Performance Indicators, SOW or assessment objectives which form part of accredited pathways such as for BTEC, AIM Awards and ASDAN. For learners who are working within engagement stage 1 learning objectives should be agreed with the Learning Manager, recorded on a Lesson Preparation Form and should be set in conjunction with their EHCP, PSHE and Wellbeing Tracker or Cultural Ladder where appropriate. In addition for these learners opportunities to embed literacy and numeracy in an authentic way should be clearly recorded.
- Objectives should be shared with the learner in a way that they understand them using appropriate key words and where possible written directly onto a dated piece of work.
- Objectives should be specific so that it is possible to identify evidence of learning.
- Opportunities to consolidate previous learning and to assess what has been retained should be embedded into sessions.
- You should seek to always make learners aware of what they have achieved during the session, even if it is not directly linked to learning outcomes. (See incidental assessment).
- You should ensure that you are fully aware of any wider targets in relation to PSHE and Wellbeing, The Cultural Ladder or linked to the EHCP.
- For learners who are able, and for learners who are regularly achieving expectations you should seek to gradually reduce the level of support to enable appropriate learners to complete parts of the task independently. This will help significantly when making judgements about the progress that learners are making.
- It is important that staff use different types of questioning where appropriate to check whether learners can recall basic facts and also to ensure that they are developing an understanding of the concepts involved.
- It is important to ensure that you create time within your session for continuous assessment and to reflect and feedback. This could make effective use of plenary.



Teaching staff are required to provide learners with feedback in line with school marking policy and also to provide a progress score every session against their learning objectives or targets within their Individual Curriculum Intent Profile (ICIP) and EHCP. For learners working at P Levels, progress scores will likely be over a series of sessions rather than within a single session.

We feel that learning is best assessed through planned assessment tasks and these should ideally be planned for prior to the session taking place. These should be presented to learners as opportunities to 'show of what they know'.

## Progress Scores

All delivery staff will be required to monitor progress on a sessional basis and report concerns as they arise. Staff will feedback their data through termly progress monitoring windows.

Delivery staff will also be required to monitor behaviour and attitude to learning and this will be reported alongside progress data.

### 1 Concern

**2 Working towards expected progress (emerging).** Learner may have participated in an activity or discussion based upon objectives set

**3 Expected Progress.** Learning Objectives achieved (to a level of understanding, this would be expected progress)

**4 Exceeding** Learner has demonstrated mastery, been able to apply learning in a different context or demonstrated through independent learning

This process enables us to respond quickly and provide early intervention to support learners continued progress.

Staff should record progress scores either directly on learner work, within their lesson preparation, through their own tracking systems and the termly progress monitoring form. An average of these scores should be shared with Curriculum Leads during assessment weeks and should be used to inform curriculum reports when requested by Learning Manager.



## Incidental assessment

The way that we work at REAL Education to meet the complex needs of our learners means that alongside planned assessment we also need to identify key achievements outside of the planned learning outcomes. This will enable learners to experience success during those sessions that perhaps don't go the way that we had planned. It may become apparent that a learner is able to demonstrate a different skill within that curriculum area that was not the intended outcome or is able to demonstrate that they can apply learning from another curriculum area. We need to be alert to the 'wow moments' where a learner engages in a task for the first time or displays a skill or attitude which has not previously been observed. These significant steps need to be valued, recorded and shared with Learning Managers and the other staff working on the individual learners timetable.

## Data collation

Currently we collate data in relation to assessment of curriculum during 3 termly assessment weeks. These usually take place in December, March and June but this can vary.

It is our intention to have a curriculum planning and/ or progress moderation meetings once every term. These meetings should include, where possible, Curriculum Leads, Learning Managers, Teachers and Support Staff.

We use data to improve outcomes for our learners; to enable us to set challenging targets and plan interventions for those learners who are falling below what we would expect for them as individuals. Equally, for those learners who are regularly exceeding expectations or their targets, we will put in place appropriate interventions ensure that teaching staff are providing enough stretch and challenge. We will produce termly provision maps to identify those learners requiring specific input and enable us to assess the impact. Provision maps will reflect assessed learner needs and interventions across the whole school and will include attendance, behaviour and curriculum.

## Reporting to Parents

We will aim to report to parents two times per academic year. One of these will be inline with EHCP and Person Centred Review Process. Learning Managers will also provide ongoing feedback throughout the academic year as required.



## How we moderate

We are aware that a heavy reliance on teacher assessment can mean that it is challenging to ensure that assessment decisions are fair, valid, reliable and without bias. This is particularly challenging for us as an organisation due to the breadth of teaching and support staff and the remote nature of some of the work that we do. The majority of our learners also have an EHCP which adds another level of complexity.

We regularly moderate our assessments and assessment decisions through:

- Regular team meetings, Learning Manager Meetings and SLT meetings.
- Curriculum Planning and Progress Meetings
- Internal Verification and Moderation meetings which are held by curriculum leads and in collaboration with Learning Managers
- Planning Scrutiny
- Pupil work scrutiny
- Lesson observations and Learning walks.

Our assessment data, to ensure that it is meaningful, will be triangulated for each individual learner within the **Individualised Curriculum Intent Profile**