

Churchill Park School



Assessment, Recording and Reporting Policy

Introduction

This policy should be read in conjunction with CPS curriculum policy, CPS Assessment Guidance 2015, CPS Good practice notes for feedback and assessment and the CPS Moderation flowchart.

In the 2015 academic year the Churchill Park assessment systems were overhauled to meet the increasingly complex needs of pupils and meet DfE requirements for assessment.

In 2015 Churchill Park School moved to 'assessing without levels'. Churchill Park adopted a new method of assessing English and maths, using the Norfolk Assessment Pathway (NAP). The NAP was designed and created by staff from the Norfolk Trust SEN schools, including Churchill Park. Pupils will be assessed using an increasing number of Norfolk Assessment Pathways as new subject pathways are created.

The new assessment system is drawn from elements of existing good practice within school with some additional requirements in line with the school's ambition to achieve outstanding assessment practice.

Purpose

- It is essential that all learners have their achievements recognised within an assessment system that ensures learners make maximum progress.
- The assessment system allows school leaders to set challenging targets for all learners.
- The assessment system is rigorous and ensures that all staff and stakeholders have access to pupil progress information when they need it. Class teachers must also feel ownership of their class data.
- The assessment system must be inclusive and be useful for all learners.
- Pupils must be able to recognise and receive feedback on their own progress.
- The Churchill Park assessment system includes both formative and summative assessments.
- The Churchill Park assessment system also closely links with the CPS curriculum.
- The Churchill Park assessment system also is designed to take a positive approach to the achievement of learners who are working significantly below age related expectations.
- Churchill Park School should be able to present information about pupil progress to parents, governors and other stakeholders.

Principles of outstanding assessment (from Ofsted Handbook 2015)

- Teachers identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely.
- Teachers identify and support any pupil who is falling behind.
- Teachers check understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

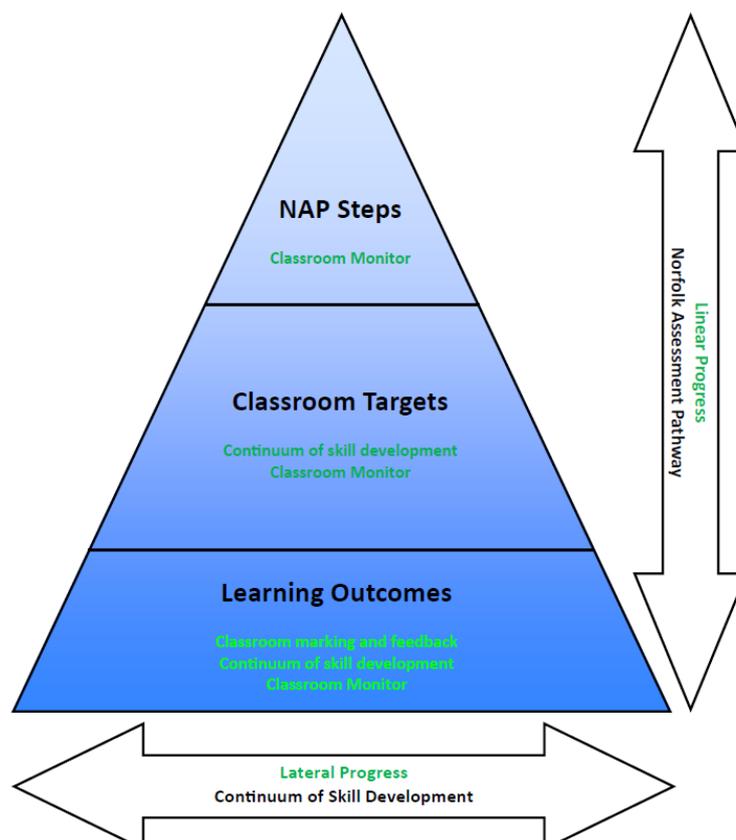
Curriculum Links

Pupils at Churchill Park School follow the 2014 National Curriculum with some of the oldest pupils following GCSE, BTEC and Functional Skills specifications. However, the large majority of pupils in school are working significantly below age related expectations. The assessment system is designed to assess pupil progress with a direct and explicit link to the 2014 National Curriculum. This is so that the pupil assessment conducted by teachers and teaching assistants will feed directly into subsequent teaching by school staff.

Using the 2014 National curriculum allows Churchill Park to moderate with other schools both within Norfolk and outside of Norfolk as it is a common denominator between schools. We can also use the p-scales to moderate with an equivalency into the Norfolk Assessment Pathway.

Churchill Park School Assessment Pyramid

The *CPS Assessment Pyramid* is the central reference point for assessment practice at Churchill Park School.



NAP Steps

The purpose of this element of the pyramid is to record the linear progress of pupils, that is, how they progress up through the Norfolk Assessment Pathway steps. It allows us to set numerical targets (as in a NAP step) for pupils and carefully monitor their progress. If they are not on track to hit their targets we can intervene and offer support to class teams.

The use of the Classroom Monitor app allows school staff to complete effective ongoing assessments during lessons and reduce assessment workload. It also supports all staff to use NAP both formatively and summatively.

Classroom Targets

The purpose of this element of the pyramid is to record the pupil's lateral progression against classroom targets in maths and English. It allows us to see how pupils are progressing within a Norfolk Assessment Pathway Step.

Using the Continuum of Skill Development allows us to measure how a pupils becomes more accurate, fluent, independent and able to transfer their learning to various contexts.

This information also feeds into the completion on Classroom Monitor NAP steps.

Learning Outcomes

The purpose of this element of the pyramid is to ensure that pupils are working towards clear and specific goals in lessons. It is also to bring focus onto what pupils have learnt in a lesson and give teachers the information they need to plan the next lesson in the series.

It ensures that pupils are given a structure within which they can act on feedback and demonstrate clear progression. This will support all pupils to make outstanding progress through helping them understand their strengths and building on their areas for development.

For information about recording please refer to the CPS 2015 Assessment Guidance.

Reporting

Parents

Pupil progress is reported to parents during annual reviews and twice yearly parents'/carers' evenings. Parents/carers receive information on the progress of their child in either the National Curriculum, the Early Years Foundation Stage or the Sixth Form Enterprise curriculum. They also receive information about pupils' progress in any accreditation that are completing, including GCSEs, BTECs and Functional Skills.

In addition parents of pupils in the Early Years and Key Stage One receive regular emails or print outs of their child's learning journey.

Parents receive a written school report detailing all aspects of their child's progress against the school's core values of independence, capacity, community, excellence and inclusion at the end of the academic year. This is sent home in advance of the final parents'/carers' evening as it allow parents the opportunity to discuss areas of the report with the class teacher.

Governors

Governors receive half-termly updates on the progress of pupils in the school at the Learning and Achievement Committee. The Deputy Head Teacher is responsible for reporting pertinent information to governors and is the member of the Senior Leadership Team held to account for pupil progress alongside the Head Teacher.

Staff

School staff receive termly updates on the progress of pupils in school. All members of staff are given information about key groups of pupils and the progress of pupils generally. This is in addition to more detailed discussion with teachers during pupil progress meetings.

Moderation

Churchill Park School conducts half-termly moderation at an internal level, this predominantly focuses on English and maths. Churchill Park School so conducts moderation with other Norfolk special schools on a half-termly basis. School staff also participate in a moderation session with an out of county school, another Norfolk school and a primary school once a half-term, this focuses on maths and English.

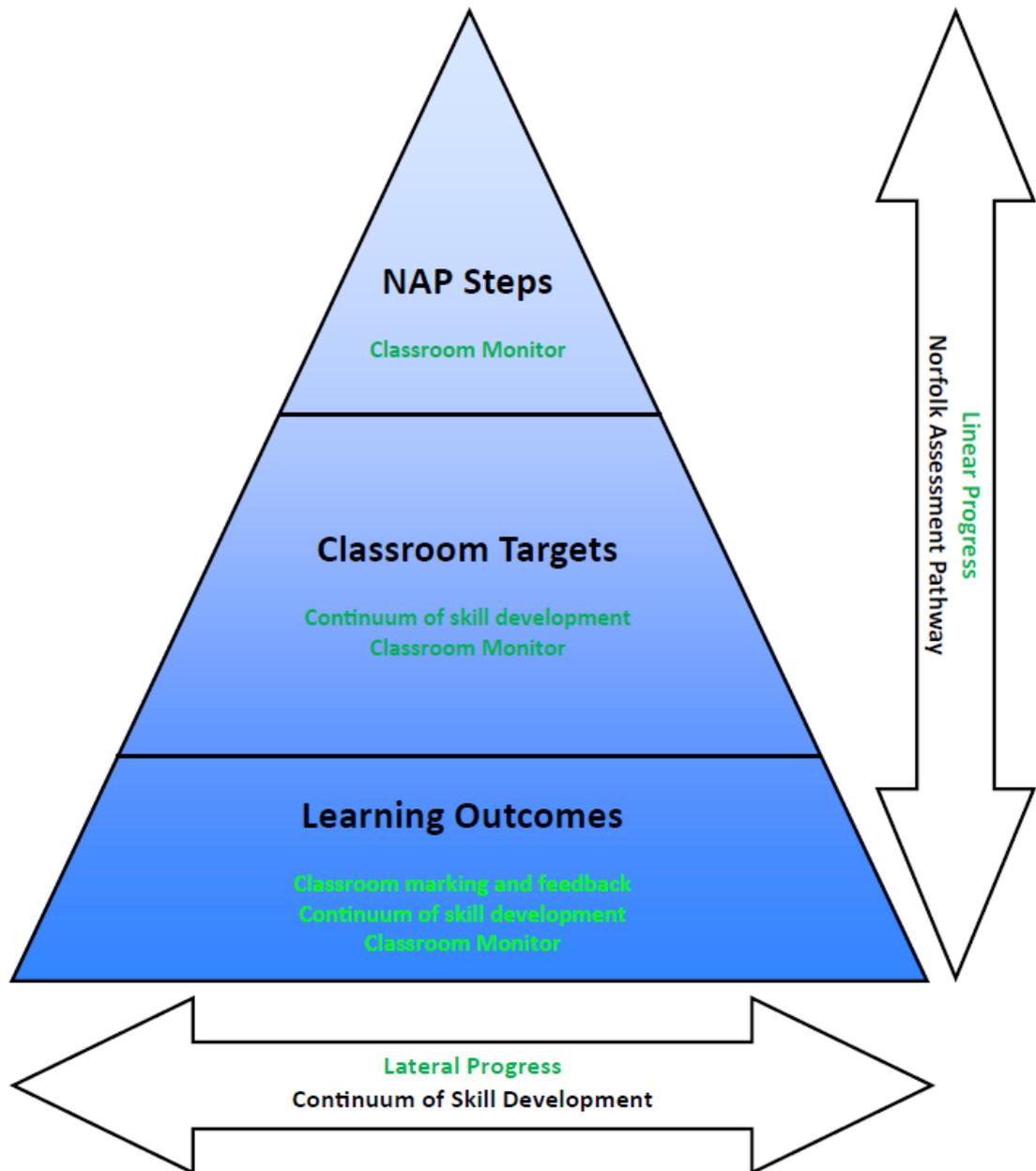
Yellow bordered stickers are attached to pupils' work for internal moderation and red bordered stickers are attached to pupils' work for external moderation.

Please see the CPS moderation flowchart for additional information.

Appendix One

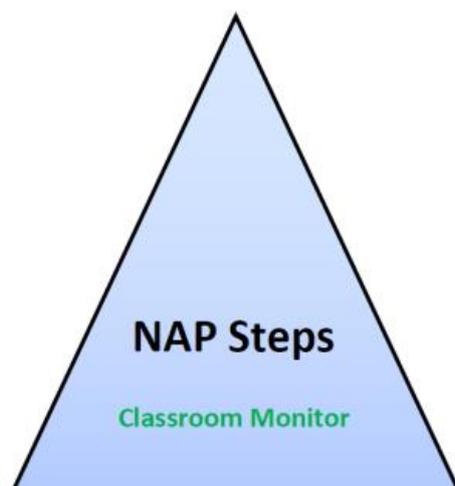
Assessment Guidance 2015

The *CPS Assessment Pyramid* is the central reference point for assessment practice at Churchill Park School.



The following guidance explains how teachers should ensure that each part of the triangle is translated into classroom practice.

Norfolk Assessment Pathway Steps



In Key Stages 2, 3, 4 and 5

- Progress in maths and English is recorded once a week in Classroom Monitor. Progress is recorded in the Norfolk Assessment Pathway markbooks in Classroom Monitor.
- Pupils receive a 'dedicated improvement and reflection task' once a week in both maths and English. This week will also have a Norfolk Assessment Pathway Step applied.
- Progress in all other subjects is recorded against the Rigby Rising Stars markbooks in Classroom Monitor once a term. *This will gradually move over to Norfolk Assessment Pathways as they become available.*

In the Early Years and KS1

- Pupil progress is recorded against the Early Years Framework.
- Pupils in KS1 also have summative Norfolk Assessment Pathway Steps applied once every half term in Maths and English.
- At least every half-term pupil progress should also be recorded against the Early Years Framework in the areas of:
 - Communication and language
 - Physical development
 - Personal, social and emotional development
 - Literacy
 - Mathematics
 - Understanding of the world
 - Expressive arts and design

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Classroom Targets



Throughout the school

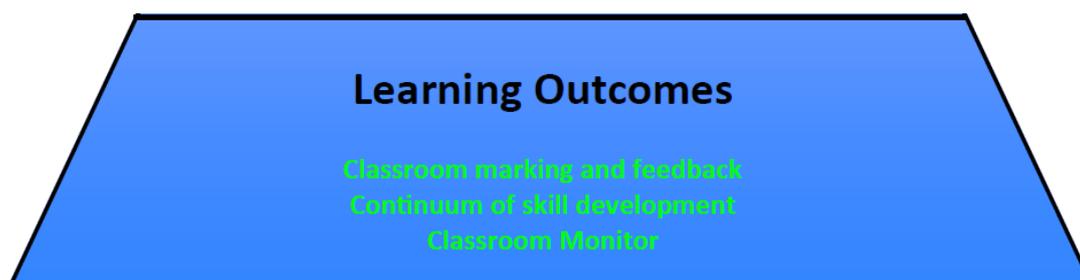
- Every pupil has a maths and an English target. This is recorded on the 'Continuum of Skill Development' recording sheet.
- Targets are drawn from the Norfolk Assessment Pathway step that the pupil is working on *i.e. the step is broken down into smaller targets.*
- The 'Continuum of Skill Development' is used to assess pupils' *lateral* progress towards achieving these targets (see the CSD for more detail). Pupils' baseline against targets is recorded.
- Pupils' progress against their targets is recorded *at least* every half-term, however, it may be recorded more often if pupils are making a great deal of progress against targets.
- 'Continuum of Skill Development' recording sheets are attached to the front cover of a pupil's maths and English books (KS2,3,4,5) and in a classroom file (EYs and KS1).
- These targets will inform the Cognition and Learning targets in Annual Review.

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This information also feeds into the completion on Classroom Monitor NAP steps.

Learning Outcomes



Throughout the school

- Pupils work towards achieving *differentiated* learning outcomes in every lesson (this is generally arranged as core, support and extension outcomes).
- Learning outcomes are displayed in every lesson and recorded on every piece of written work.
- Pupils self-assess against their learning outcomes at the end of the lesson. This self-assessment is recorded using a traffic light stamp which is then coloured in by the pupil.
- A red-amber-green poster is displayed in every classroom to support pupils in self-assessment and give some common language across the school.
- Pupils are given feedback against every learning outcome that tells them 'this is good because' and 'to make it even better' or 'next steps'.
- Progress against learning outcomes can be recorded in books, marking and feedback, CSD recording sheets and in Classroom Monitor.
- The level of support provided to a pupil by adults is recorded using the following key:

I = Independent

PH = Physical help

P = Prompted

The purpose of this element of the pyramid is to ensure that pupils are working towards clear and specific goals in lessons. It is also to bring focus onto what pupils have learnt in a lesson and give teachers the information they need to plan the next lesson in the series.

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Appendix Two

Good Practice Notes for Feedback and Assessment

These notes were created during a training day in October 2015 through a collaborative process with all staff. Staff identified good practice and produced the following notes to support colleagues and establish consistency across the school.

Staff examined two key areas 'key principles in writing meaningful next steps' and 'general good practice'.

Key principles in writing meaningful next steps:

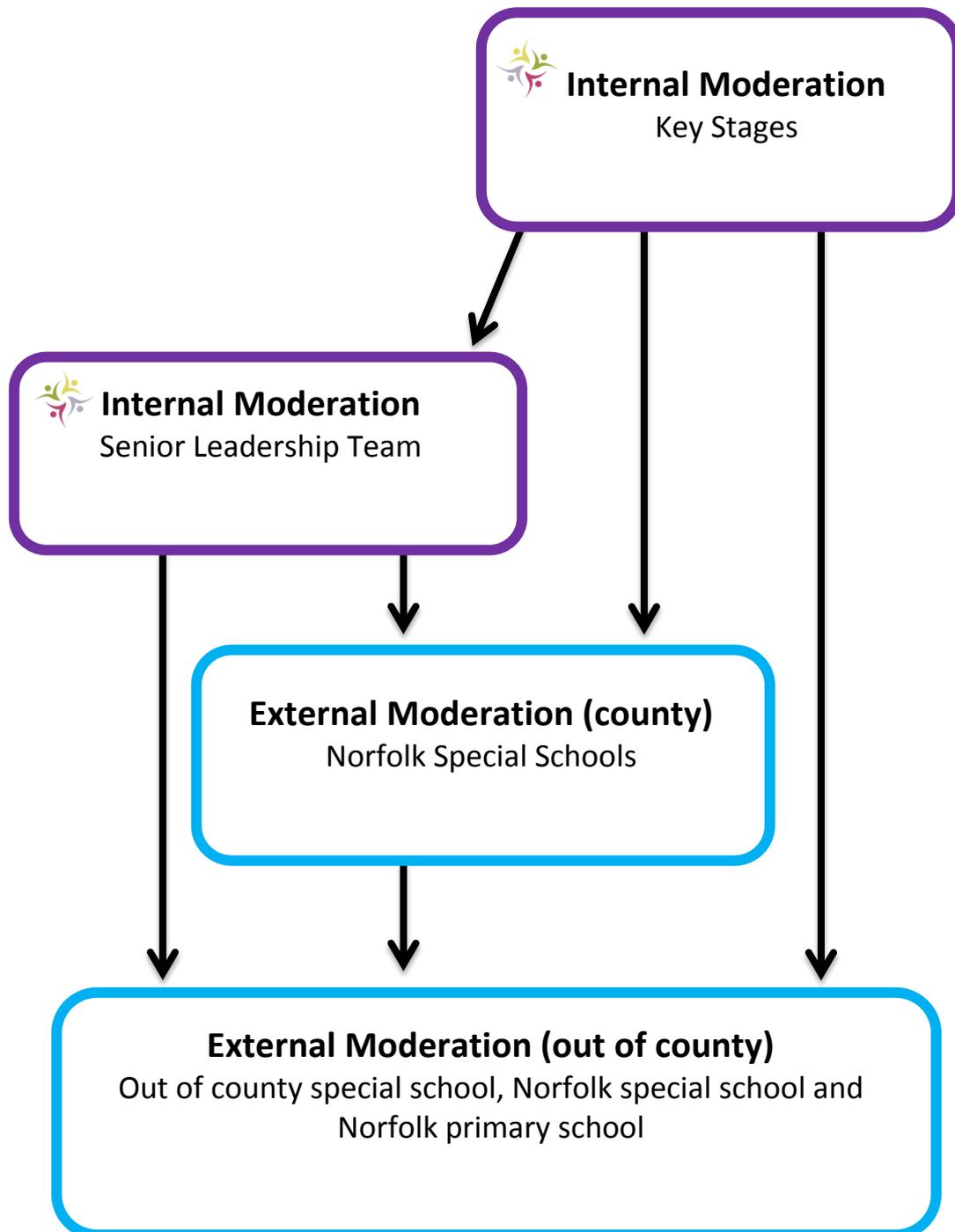
- Achievable
- Child Speak
- Written to the child
- Might be communicating in print
- Progression/consolidation
- Different colour
- Useful
- Specific
- Concrete
- Measurable
- Positive
- Realistic
- Neat

General good practice:

- Clear L.O. on work
- Note of aids used, including level of support
- Note of strand with level
- Use a box a different colour for D.I.R.T task
- Learning objectives/outcomes of work
- Level of support
- Focus on process of learning
- Concise
- Present Tense
- Dated
- Summative judgements included – 2 weeks?
- Evidence – CSD link
- Learning outcomes
- Dates
- Targets in book
- D.I.R.T (Dedicated improvement and reflection tasks)
- Steps – Refer to NAP
- Strand of NAP
- Legible
- Child speak
- Spelling
- Self-assessment

Appendix Three

Moderation Flowchart



Continuum of Skill Development Recording Sheet



Churchill Park School
Class Targets: CSD Recording Sheet

Target:											Start date:		
	1	2	3	4	5	6	7	8	9	10			
Prompting													
Fluency													
Maintenance													
Generalisation													

Target:											Start date:		
	1	2	3	4	5	6	7	8	9	10			
Prompting													
Fluency													
Maintenance													
Generalisation													

Target:											Start date:		
	1	2	3	4	5	6	7	8	9	10			
Prompting													
Fluency													
Maintenance													
Generalisation													

Key: B- baseline

c: target complete

01/01/15: date

JC October 2015

Appendix Five

Continuum of Skill Development

CONTINUUM OF SKILL DEVELOPMENT



<i>from dependent</i>		Prompting						<i>to independent</i>	
Learners complete tasks independently									
The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help.	Support is still provided but there is a reduction in the level or frequency of prompting given.	The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.	The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.						
1	2	3	4	5	6	7	8	9	10



<i>from approximate</i>		Fluency						<i>to accurate</i>	
Learners reach a level of mastery combining speed and accuracy.									
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.	The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.	The skill is sufficiently accurate to meet the requirements of the task but may need refinement. The learner starts and completes the task with little faltering or hesitation.	The skill is smooth, swift and accurate. No further refinement is needed.						
1	2	3	4	5	6	7	8	9	10



<i>from inconsistent</i>		Maintenance						<i>to consistent</i>	
Learners maintain competency over time through repetition. They remember how to do a task after a break.									
The skill has been observed on a single occasion only.	The skill is observed on more than one occasion but only intermittently.	The skill is reliably repeated but may need refreshing after a break.	The skill is consolidated and maintained over time. It is remembered after a break.						
1	2	3	4	5	6	7	8	9	10



<i>from single context</i>		Generalisation						<i>to many contexts</i>	
Learners achieve mastery in different settings or contexts, with different stimuli or with different staff.									
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.	The skill is repeated but with some variation in setting, context, materials or staff.	The skill is frequently, but not yet consistently, demonstrated in different settings or contexts, with different stimuli or materials or with different staff.	Skills are reliably demonstrated in different settings or contexts, with different stimuli or materials and with different staff.						
1	2	3	4	5	6	7	8	9	10

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