

AC

ARUN COURT

THERAPY & EDUCATION

‘Resilience and Perseverance lead to success’



MONITORING OF ASSESSMENT POLICY

Please read in conjunction with the school ‘Teaching, Learning & Assessment’ Policy which will show more detailed examples of assessment in individual subjects. Please also read our policy on how the effectiveness of therapy and well-being is monitored.

Assessment is a key process to achieving excellent outcomes for our young people. For assessment to be effective it needs to be appropriate, continuous and have clearly identified targets. Assessment needs to feed into action through classroom practice and the planning cycle.



Assessment can be formative or summative. In our context it can also be highly anxiety inducing as our children all suffer with mental health needs, this requires our practitioners to be sensitive but focussed, especially in formative assessment situations.

What does daily assessment look like?

Type of assessment	Who in particular	Where are outcomes recorded or discussed?	How it feeds into development of further targets or the wider curriculum	When are results shared with parents?	How do we monitor it is happening and how effective it is?
<p>Observation of anxiety tags throughout the day</p> <p>(For more information on the assessment of therapeutic inputs please see separate policy)</p>	<p>Therapy team Key Worker</p>	<ul style="list-style-type: none"> ✓ Well-being daily diary sheets, stored in students file ✓ Discussed at weekly team meetings ✓ Discussed with students in de-brief and coaching time 	<p>Therapy team assists the teacher in adjusting teaching or providing interventions, to help the student remain in class, and learning</p>	<ul style="list-style-type: none"> ✓ Well-being reported to parents in the daily diary sheets ✓ May be discussed by key worker at handover ✓ Feeds into targets set for communication and emotional well-being at the Pathway meetings 	<ul style="list-style-type: none"> ✓ Number of extreme incidences in the cause for concern record ✓ Progress against the well-being tick sheets ✓ Drop-in observations and SLT reflections on the calmness of the setting and the behaviours displayed ✓ Monitoring of amount of time students are accessing lessons ✓ Therapy Tam leader to monitor use of the daily diary sheets, reporting back to the SLT
<p>Marking of work (formative and</p>	<p>Teacher Student</p>	<ul style="list-style-type: none"> ✓ Students are asked to read marking 	<p>Enables the teacher to plan the next lesson or</p>	<ul style="list-style-type: none"> ✓ Academic success reported to parents 	<ul style="list-style-type: none"> ✓ Marking samples are taken in and

<p>summative)</p>		<p>comments at the start of a session and reflect upon them</p> <ul style="list-style-type: none"> ✓ Where possible the teacher will mark the work with the student and set targets with them for the next piece ✓ Comments are recorded directly onto the work using the 'tickled pink' / 'green for growth' formats to ensure student reflection ✓ In the best case scenario longer pieces of work will be marked and commented on at various stages of the process; including in the middle of a lesson ✓ A combination of marking and verbal feedback should be a continuous process throughout a lesson 	<p>adapt the next section of the existing lesson to meet pupil needs</p> <p>Marking at the end of units where the teacher is assessing against specific taught success criteria will feed into future long term planning and progress will be recorded in the assessment paths for the student, along with the work sample</p>	<p>in the daily diary sheets</p> <ul style="list-style-type: none"> ✓ May be discussed by key worker at handover ✓ Feeds into targets set for academic success at the Pathway meetings ✓ Specific examples may be discussed at parents evenings or commented on in reports ✓ End of unit (summative) assessments will be discussed within the reports each term 	<p>feedback given to staff (HT)</p> <ul style="list-style-type: none"> ✓ Lesson observation to check continuous marking and assessment are happening and are effective ✓ SLT monitoring of pupil progress and pupil outcomes data ✓ Effective marking is copied and selected items are used within the staff handbook to ensure consistency and high standards across the school ✓ Peer moderation of marking and effectiveness by teachers ✓ SLT and the Assessment Leader to review the work samples in student folders each half term in relation to progress
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What does Longer periods of assessment / Summative assessment look like?

Type of assessment	Who in particular	Where are outcomes recorded or discussed?	How it feeds into development of further targets or the wider curriculum	When are results shared with parents?	How do we monitor it is happening and how effective it is?
<p>Unsupported final tasks (written task, concept map, poster, performance, power point)</p>	<p>Class teachers</p>	<p>✓ Before the task students are given a short brief and have time to chat about their ideas. Once completed the students gets to discuss their work and progress in a brief review meeting with their teacher 1:1. This is a supportive, celebratory format. Teacher and student then fill in a progress proforma.</p>	<p>After a lot of confidence work from the therapy team, and academic input from teachers, we encourage students to produce something unaided which shows their understanding of a topic. This is not possible for all students, but should become more manageable in time. This helps us review their knowledge within a particular subject against the assessment pathways (each subject has its own style of assessment grid, graded 1-9) and also to look at the quality of any written work.</p>	<p>✓ Progress proformas are kept in the student progress folders along with the sample of work. Progress folders are shared at parents evening, and work may also be discussed at Pathway Target setting meetings, reviews and as part of the report each term.</p>	<p>✓ SLT take in student progress folders and monitor judgements</p> <p>✓ Staff have moderation staff meetings so that they can ensure consistency when levelling work</p>

Testing Online- maths and English IXL	Class Teachers	<ul style="list-style-type: none"> ✓ Students should use IXL at least once a week in both English and maths. In this way they can take the online assessments and the program records, levels and analyses their progress 	<ul style="list-style-type: none"> ✓ Within maths the planning format allows for either IXL or the schofield and simms mental maths books to be a main assessment task within each lesson – this then feeds into planning ✓ Within English the system is particularly good for reviewing the teaching of grammar and student competency, and should be used at least weekly 	<ul style="list-style-type: none"> ✓ Progress reports from the system are sent home to parents with each report and can be discussed at parents evening or pathway reviews 	<ul style="list-style-type: none"> ✓ SLT monitor teacher planning folders to ensure the reports from IXL are being printed and being used to inform planning ✓ SLT can access pupil profiles at any time to monitor the amount of IXL use, and charts relating to skills, content and achievement. It is a comprehensive attainment tracking tool.
Interventions	Assessment and Intervention Leader	<ul style="list-style-type: none"> ✓ Students on specific programmes such as Stareway to Spelling or Toe By Toe will be continually assessed 	<ul style="list-style-type: none"> ✓ Each student has their own book with assessment activities a part 	<ul style="list-style-type: none"> ✓ Progress reports from the scheme are sent home regularly and can be discussed at parents evening 	<ul style="list-style-type: none"> ✓ The interventions and assessment

		by the programme itself	of every session	or pathway reviews	leader monitors the progress of students and produces a spreadsheet to share with the SLT – this helps make decisions about whether to continue a program with a specific student
Informal testing using SATs papers	Assessment and Intervention Leader	<ul style="list-style-type: none"> ✓ Students take the tests at points where we feel they are mentally ready to do so. They are not supported at all, but can break the test into smaller chunks of time and may be able to for example listen to music if it keeps them calmer. ✓ Whilst these are not therefore carried out in 'test' conditions, they nevertheless provide a very useful 	These tests are a good indicator as to how much information has been retained by the students, and how their skills are progressing – this in turn can feed into the learning styles chosen by teachers to maximise the outcomes for any particular student (e.g if a teacher has had a focus on supporting child X using lots of video material, and in turn he performs much	<ul style="list-style-type: none"> ✓ Can be discussed at parents evening or pathway reviews, and forms part of their student file 	<ul style="list-style-type: none"> ✓ SLT monitor the results as an attainment spreadsheet; this feeds into teacher performance management also

		indicator as to the level the student is performing at. Assistive technology may also be used to help students access the testing.	better in the SATs test this shows that the aim of supporting him retain knowledge has been met)		
Flightpaths	Class teachers	<ul style="list-style-type: none"> ✓ Within 6 weeks of starting a placement, class teachers will make an assessment onto which flightpath a child will be placed. ✓ Each term the class teacher will use the unsupported final task or independent maths work to monitor progress against the flightpath. ✓ Standards achieved will be highlighted on the flightpath grids in orange (autumn term), green (spring term) and yellow (summer term). 	<p>Once students are placed onto a flightpath, they should continue that flightpath if they are making adequate progress.</p> <p>As students are on individualised programmes, progress is not expected to be linear.</p> <p>The flightpath is not shared with students. They are used by teachers to ensure progress across the year / whole time at the setting.</p>	<ul style="list-style-type: none"> ✓ Once a student starts the GCSE programmes, the current expected GCSE grade will be shared with parents through parents evenings and reports. ✓ Parents will be updated termly as to their child's progress. 	<p>SLT will monitor flightpaths for each student alongside work samples and progress summaries to ensure progress is being made.</p> <p>If students are making better than expected progress, they shall move across flightpaths, to the right.</p>