

Torfield and Saxon Mount Academy Trust



Federation Assessment and Reporting Policy

Last reviewed June 2020

Next review June 2022

TORFIELD SCHOOL & SAXON MOUNT COMMUNITY SCHOOL

Assessment and reporting policy

Rationale

Assessment is a continuous process and is essential to allow all pupils to learn well and achieve their full potential. It is most effective where it is integral to teaching and learning and embedded into teaching strategies to promote progress for all pupils.

At Torfield and Saxon Mount Schools, we endeavour to support all pupils to achieve to the best of their abilities.

Aims

- To monitor and record attainment and progress of individuals, groups and cohorts, including those eligible for pupil premium support
- To provide information for planning, teaching and learning development
- To track individual progress and attainment of pupils year on year
- To use attainment and progress information to guide learning leaders' planning, strategies for intervention, target setting and use of resources
- To ensure that pupils progress in lessons and are aware of what they have done well and what they need to do to improve further
- To ensure a consistent approach to measure progress against national standards □
To inform parents and governors about progress and attainment

Types of Assessment

Formative Assessment, including Assessment for Learning (AfL)

Formative assessment is ongoing and is carried out by teachers and teaching assistants across the federation to encourage the pupils to reflect on their own development of skills, knowledge and understanding. Learning outcomes are shared with pupils and assessment criteria allow pupils to self-assess their own learning. Assessment for learning (see below) is used by teachers to inform planning, resources and support to enable all pupils to progress. At both schools a Hexagon system [which is based on the national curriculum...] is used to record formative assessment. This system provides a developmental structure of 'I can/know/understand' statements for all curriculum areas. Individual records of achievement are maintained throughout Key Stages 1 – 3. Pupils participate in termly learning talks with teachers to identify how well they have learned and what they need to do to develop their learning further.

Progress in Personal Development is tracked at Torfield through the Rainbow Awards and at Saxon Mount through Skills Builder.

A range of federation-agreed strategies embracing the principles of Assessment of Learning can be found on each school's network.

Summative

All pupils are assessed periodically and attainment data is recorded three times per year. Test materials are used to support teachers to make accurate judgements. Reading ages and

comprehension abilities are assessed twice per year. Core subject learning leaders use assessments to monitor the performance of individuals, groups and cohorts in relation to the targets set for them. Analysis also identifies gaps and indicates where interventions and support are required.

Summative data is used by SLL and the SLT to measure the progress of pupil premium pupils and other vulnerable groups.

MAPPM

Multi agency pupil progress meetings take place each week for tutor groups on a rolling programme so that each pupil's progress is reviewed at three meetings per year. Subject teachers complete a pupil progress meeting pro forma. This is used to inform the discussion between the class teacher, senior leaders and external agencies. Progress of individual pupils is discussed to ensure they have access to the appropriate level of support. Where there is a concern regarding progress, intervention programmes or additional support are agreed. Progress is evaluated in terms of learning and in terms of social development and engagement.

Moderation

Saxon Mount

Moderation of English and Maths takes place following a cycle of planned events within each school. Three times per year staff organise core subject moderation activities once with a local similar special school, once with a local mainstream secondary schools and once with the other federated school between year 6 and 7 staff. In KS4, Saxon Mount is subject to external moderation from examination bodies and external verifiers. Moderation of core subjects takes place each term during departmental meetings.

Torfield

Moderation of core subjects with mainstream and special schools takes place three times per year.

In addition the Local Authority (LA) is commissioned to moderate the school's judgements in relation to the Early Years Foundation Stage Profile (EYFS), Key Stage 1 and Key Stage 2 outcomes.

Moderation also occurs between Y6 staff at Torfield and Y7 staff at Saxon Mount.

Targets and target setting

Annual targets are set for individual pupils at EHCP or annual review meetings, for reading, writing, maths and science. National expectations of progress, alongside moderated baseline tests are used to set aspirational targets for the end of each year and key stage. Progress towards them is monitored through termly pupil progress meetings. *These targets are used to support Performance Management outcomes*

Reporting to parents

Recording and measuring pupil attainment and progress is done using a bespoke assessment system that provides a developmental scale from pre-scale 2 up to stage 6 (equivalent to National Curriculum year 6 expectations) Within each stage, we report whether the pupils have made emerging, substantial (developing) or secure progress. Key documentation and information relating to progress and engagement in learning is reported on the school website.

Torfield School

All of the pupils at Torfield School have an Annual Review or EHCP meeting during the school year. A parents evening in the first term provides the opportunity for parents to find out about how their child has settled into a new year group. Parents of children in EYFS, Y2 and Y6 also receive an assessment report at the end of the key stage. This includes individual scores, school cohort and national data.

Annual reports to parents include a progress and attainment report.

Saxon Mount

All of the pupils at Saxon Mount have an Annual Review or EHCP meeting during the school year. A parents evening in the first term provides the opportunity for parents to find out about how their child has settled into a new year group. Local college providers are also invited to meet with parents to discuss the range of courses and options that they can consider for their Post -16 transition. A second parents evening takes place in term three, where parents are able to discuss with subject tutors the progress and attainment their child has made. At the end of the year, parents/carers of pupils in KS3 receive a report of progress and attainment in all subjects.

Reporting to External Bodies

Both schools submit outcome data to the LA annually. This enables us to compare the performance of our pupils with that of pupils nationally with similar age and prior attainment.

Roles and responsibilities

Governing body: monitor the schools' progress and attainment data with support from the Executive Headteacher and SLT; hold senior leaders to account for the overall effectiveness of school provision.

Executive Headteacher: support the governing body (Directors and AAB) in monitoring progress and attainment, ensure both HoS implement policy and process, provide support and challenge to SLT to ensure self review and evaluation is effective in relation to curriculum and assessment and teaching and learning.

HOS: Overall responsibility for curriculum and assessment / teaching and learning; moderate assessment data and provide analysis reports to staff and AAB governors, ensure policy and process is adhered to. Ensure school is compliant in relation to external requirements for curriculum and assessment. Provide support and challenge to SLT and Learning Leaders

SLT: hold staff to account for pupil attainment and progress through monitoring of assessment data and performance management targets

SLL: monitor and moderate assessments within their curriculum area. To use MAPPM and data analysis effectively to monitor the performance of individuals, groups or cohorts

Teachers: carry out regular, accurate assessment of pupils. Provide high quality feedback and use assessment information to inform planning

Support staff: provide feedback to teachers on the progress and attainment of pupils they work with

Parents/ carers: support pupils with their homework and provide feedback about their child's progress at annual meetings and parents' evenings. Appendix 1: Annual assessment and reporting cycle

Term	Activity
1	Year 11 transfer reviews Learning walks MAPPM- weekly
	Year 7 baseline assessments, including dyslexia and non-verbal reasoning Reading tests- year 7 HFW Moderation of year 6 and 7 assessments Year R baselines assessments Baselines for all new pupils Reading tests for all pupils at Torfield Use previous data to identify and plan intervention programmes for individuals or small groups Intervention work assessed
	Curriculum monitoring Subject target setting Weekly Year team meetings Tutor parents evening Year 10 reports written
2	HOS to meet following the data capture to review processes and outcomes HOS to collaborate on the presentation of data for outcomes EA visit Year 10 ECHP meetings Summative assessment data analysed Access arrangements applications MAPPM- weekly Pupil premium review
	Subject data analysed Learning talks using Hexagons and Rainbow Awards/ Skills Builder Year 9 reports written Use previous data to identify and plan intervention programmes for individuals or small groups
	Intervention work assessed LL plan moderation with similar special school

	<p>Curriculum monitoring Assessment data capture Learning talks using Hexagons and Rainbow Awards/ Skills Builder BTEC coursework verified</p>
3	<p>Year 9 ECHP meetings MAPP- weekly Learning walks Catch up review</p>
	<p>Reading tests- whole school Learning walks Year 7 reports written Use previous data to identify and plan intervention programmes for individuals or small groups Intervention work assessed LL to plan moderation with mainstream schools</p>
	<p>Curriculum monitoring Learning talks using hexagons BTEC coursework verified</p>
4	<p>HOS to share annual data with special schools within the LA through presentation of systems and outcomes Year 7 ECHP meetings Catch up review Pupil premium review MAPP- weekly</p>
	<p>Subject data analysed Learning talks using Hexagons and Rainbow awards/ Skills Builder Year 8 reports written Use previous data to identify and plan intervention programmes for individuals or small groups Intervention work assessed LL plan moderation with similar special school</p>
	<p>Curriculum monitoring Assessment data capture Learning talks using hexagons BTEC coursework verified</p>
5	<p>Year 8 ECHP meetings Learning walks MAPP- weekly</p>
	<p>Use previous data to identify and plan intervention programmes for individuals or small groups Moderation events with mainstream schools Intervention work assessed</p>
	<p>Subject parents' evening KS3 and year 10 reports written Curriculum monitoring BTEC coursework verified KS1 SATS, KS2 SATS, year 1&2 phonics screening End of year progress and attainment data capture</p>

6	<p>Moderation of end of year progress and attainment data Submission of teacher assessments year R,2&6 and phonics End of year reports Summative assessment data analysed Catch up review Pupil premium review Curriculum monitoring review MAPPM- weekly</p>
	<p>Subject data analysed Reading tests- whole school LL plan moderation with similar special school</p>
	<p>Curriculum monitoring Reports to all parents at Torfield Assessment data capture BTEC coursework verified</p>