Torfield and Saxon Mount Academy Trust

Federation Assessment and Reporting Policy

Last reviewed June 2022

Next review June 2024

TORFIELD SCHOOL & SAXON MOUNT 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 to encourage the pupils to reflect on their own development of skills, knowledge and understanding. Learning outcomes are shared with pupils and assessment criteria are used to 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 an electronic system called Hexagons is used to record formative assessment. This system is based on the national curriculum and it provides a developmental structure of 'I can / I know/ I understand' statements for all curriculum areas. This means stages are broken down int component parts and assessed. 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 (using the Hexagon system) and at Saxon Mount through Skills Builder programme.

A range of federation-agreed strategies embracing the principles of Assessment of Learning can be found on each school's network and are available to all staff.

Summative

All pupils are assessed periodically and attainment data is recorded three times per year. Test materials are used to support teachers to make consistent judgements. Reading stages and comprehension abilities are assessed throughout the 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.

Multi Agency Pupil Progress Meetings (MAPPM)

At Torfield and Saxon Mount, Multi agency pupil progress meetings take place each week on a rolling programme, so that each pupil's academic and personal development progress is reviewed at three meetings per year. Class teachers at Torfield and subject teachers at Saxon Mount complete a pupil progress meeting pro forma. This is used to inform the discussion between the class teacher / form tutor, senior leaders and external agencies. In recent years external agencies such as school nursing service, social workers and therapy services representatives have not been able to attned these meetings in person as they have dome previously. This is due to service delivery pressures. Instead, where communication with an external agency is required, this is completed as an action following the meetings. 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.

Moderation

Saxon Mount

Moderation of core subjects takes place termly during departmental meetings. Throughout the school year, subject learning leaders organise moderation activities with local mainstream and special schools, including Torfield.

In KS4, Saxon Mount staff meet termly to moderate and verify assessment decisions of coursework. All of the courses delivered in KS4 are subject to external moderation from examination bodies and external verifiers.

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 moderated 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 annual review meetings, both for all their academic subjects and their personal development. 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. Progress targets are set according to a number of factors including prior attainment.

Reporting to parents

Information is reported to parents regularly in a range of ways. Recording and measuring pupil attainment and progress is done using our bespoke assessment system that provides a developmental scale from pre-scale 2 up to stage 6 (equivalent to National Curriculum year 6 expectations). This range covers the range of learners at our schools between KS1 and KS3. Within each stage, we report

whether the pupils have made emerging, substantial (developing) or secure progress. Key documentation and information relating to overall progress and engagement in learning for cohorts and the whole school is reported on the school website.

Torfield School

All pupils at Torfield School have an Annual Review meeting during the school year. A parent consultation evening in the term 1 provides the opportunity for parents to find out about how their child has settled into a new year group. Parents consultation evenings occur in Term 4 and 6 as well. Parents of children in EYFS, Y2 andY6 also receive an assessment report at the end of the key stage as part of their end of year school report. This includes individual scores, school cohort and national data. Annual reports to parents include a progress and attainment report as well as attendance and personal development information.

Saxon Mount

All of the pupils at Saxon Mount have an Annual Review meeting during the school year. A parent consultation evening in term 1 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 four, 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 and year 10 receive a report of progress and attainment in all subjects. This also includes attendance and personal development information.

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. This in turn supports the school in its data analysis and in target setting processes.

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 governors policy and school process, provide support and challenge to SLT to ensure self-review and evaluation is accurate in relation to curriculum and assessment and quality of provision.

Headteacher: Overall responsibility for school performance, implementation of curriculum and assessment and for the quality of provision made; moderate assessment data and provide analysis reports to staff and 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 / learning leaders: 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. Ensure teaching assistants are able to monitor and provide feedback about pupils to them.

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

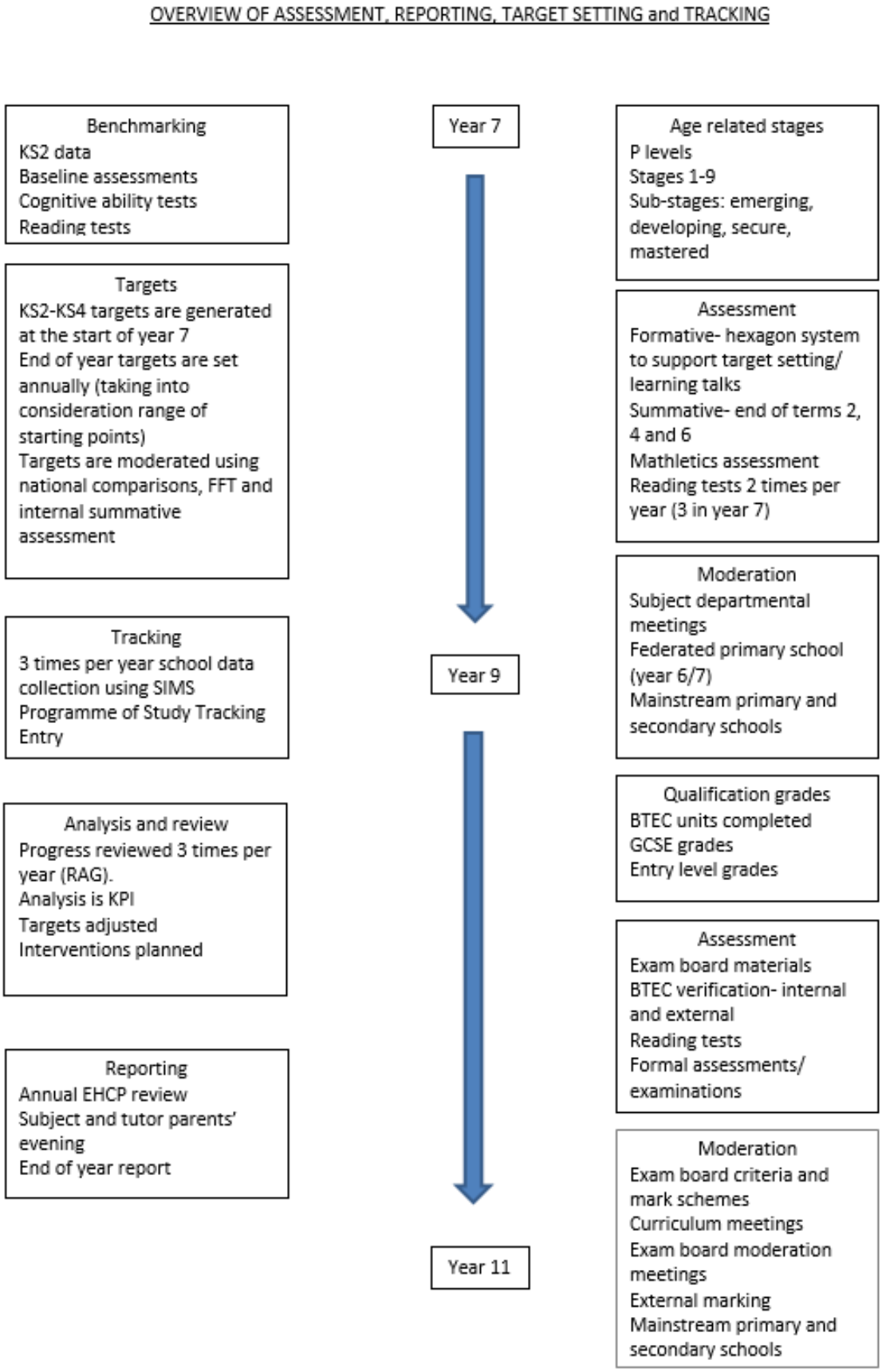
Parents/ carers: support pupils with their homework and provide feedback about their child's progress at annual meetings and parents' evenings.

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 Baseline reading assessments 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	HT to meet following the data capture to review processes and outcomes HT 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
	Curriculum monitoring Moderation Assessment data capture Learning talks using Hexagons and Rainbow Awards/ Skills Builder BTEC coursework verified
3	Year 9 ECHP meetings MAPPM- weekly Learning walks Catch up review
	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

	Curriculum monitoring Learning talks using hexagons BTEC coursework verified
4	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 MAPPM- weekly
	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
	Subject parents' evening Curriculum monitoring Moderation Assessment data capture Learning talks using hexagons BTEC coursework verified
5	Year 8 ECHP meetings Learning walks MAPPM- weekly
	Use previous data to identify and plan intervention programmes for individuals or small groups Moderation events with mainstream schools Intervention work assessed
	KS3 and year 10 reports written Curriculum monitoring BTEC coursework verified KS1 SATS, KS2 SATS, Year 1&2 phonics screening, Year 4 MTC End of year progress and attainment data capture
6	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
	Subject data analysed Reading tests- whole school LL plan moderation with similar special school
	Curriculum monitoring Reports to all parents Moderation Assessment data capture BTEC coursework verified

Appendix 2: Saxon Mount School Overview of Assessment, Reporting, Target Setting and Tracking



Appendix 3: Saxon Mount School Overview of Assessment Policy and Procedure relating to KS4 Vocational Qualifications

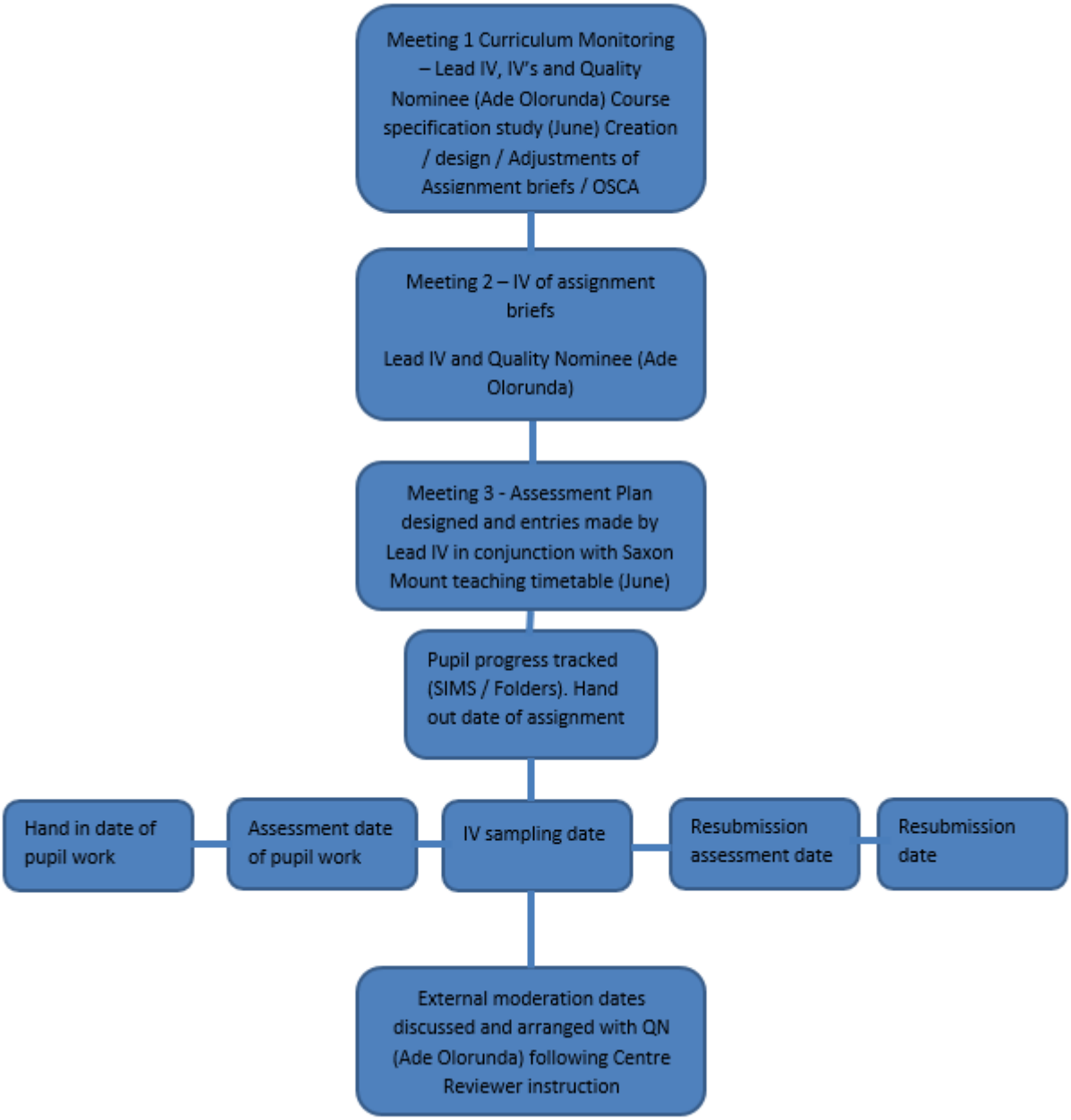
Aim:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to this, Saxon Mount School will,

- Ensure that learners are provided with assignments are fit for purpose, to enable them to produce appropriate evidence for assessment
- Produce a clear and accurate assessment plan at the start of the programme/academic year
- Provide clear, published dates for handout of assignments and deadlines for assessment
- Assess learner's evidence using only the published assessment and grading criteria
- Ensure that assessment decisions are impartial, valid and reliable
- Not limit or cap learner achievement if work is submitted late
- Develop assessment procedures that will minimise the opportunity for malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification as required by the awarding organisation
- Monitor standards verification reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme teams
- Ensure that the BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Provide resources to ensure that assessment can be performed accurately and appropriately

Saxon Mount Assessment flow chart procedure



Appendix 4: Torfield School Overview of Assessment, Reporting, Target Setting and Tracking

Targets, Tracking and Moderation
At the beginning of each academic year every pupils is assigned a progress target for every subject. Progress against these targets is tracked using termly Multi Agency Pupil Progress Meetings which target support and intervention where needed. Teachers' judgments are moderated by SLT, subject leaders and class teachers to ensure consistency of assessment. This process begins in Reception and continues up to and including to Year Six.

Reception

Benchmarking
All Reception pupils are benchmarked using the national Reception Baseline Assessment in Autumn One.

Assessment
During Summer Two, class teachers assess whether pupils are at the 'expected' level of development for each of the national Early Learning Goals (ELGs).

Year One

Assessment
During Summer Two all pupils who are able to access the national Phonics Screening Check are assessed against it by their class teacher or a familiar adult. Pupils who do not need the threshold for this assessment repeat in in Year Two.

Moderation
SLT observe a sample of screenings to moderate teachers' judgements.

Year Two

Assessment
During Summer Two teacher judgment is used to assess if pupils are working at greater depth, at the expected standard or below the expected standard in core subjects. Pupils below these standards are assessed against pre-key stage standards and pupils below pre-key stage standards are assessed using the Engagement Model. Where appropriate pupils undertake national end of Key Stage One assessments.

Moderation
Pupils working at or above the expected stage are moderated by the local authority.

Year Four

Assessment
All pupils able to access it undertake the national multiplication tables check which assesses pupils' ability to recall key multiplication facts.

Year Six

Assessment
During Summer One teacher judgment is used to assess if pupils are working at greater depth, at the expected standard or below the expected standard in core subjects. Pupils below these standards are assessed against pre-key stage standards and pupils below pre-key stage standards are assessed using the Engagement model. Where appropriate pupils undertake national end of Key Stage Two assessments.

Moderation
Pupils working at or above the expected stage are moderated by the local authority.