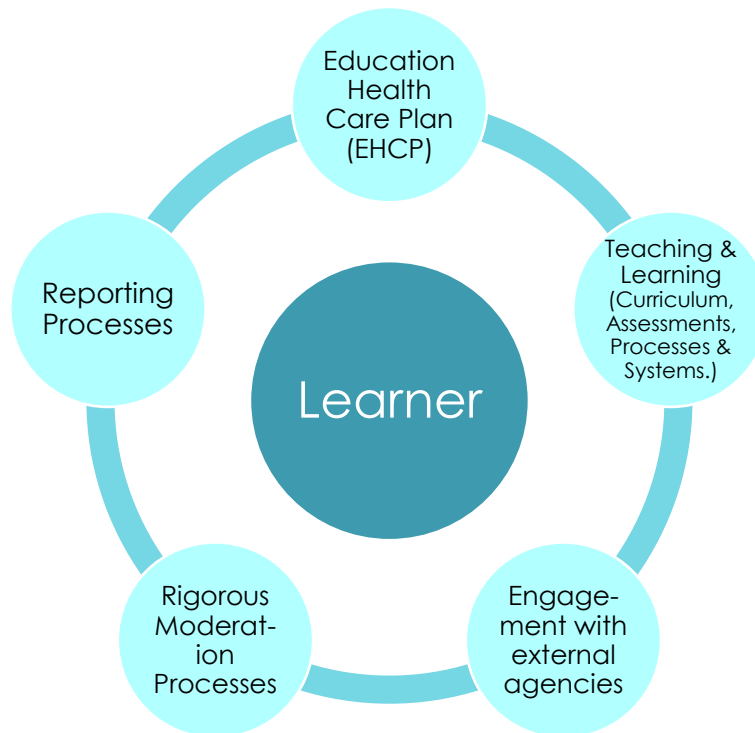
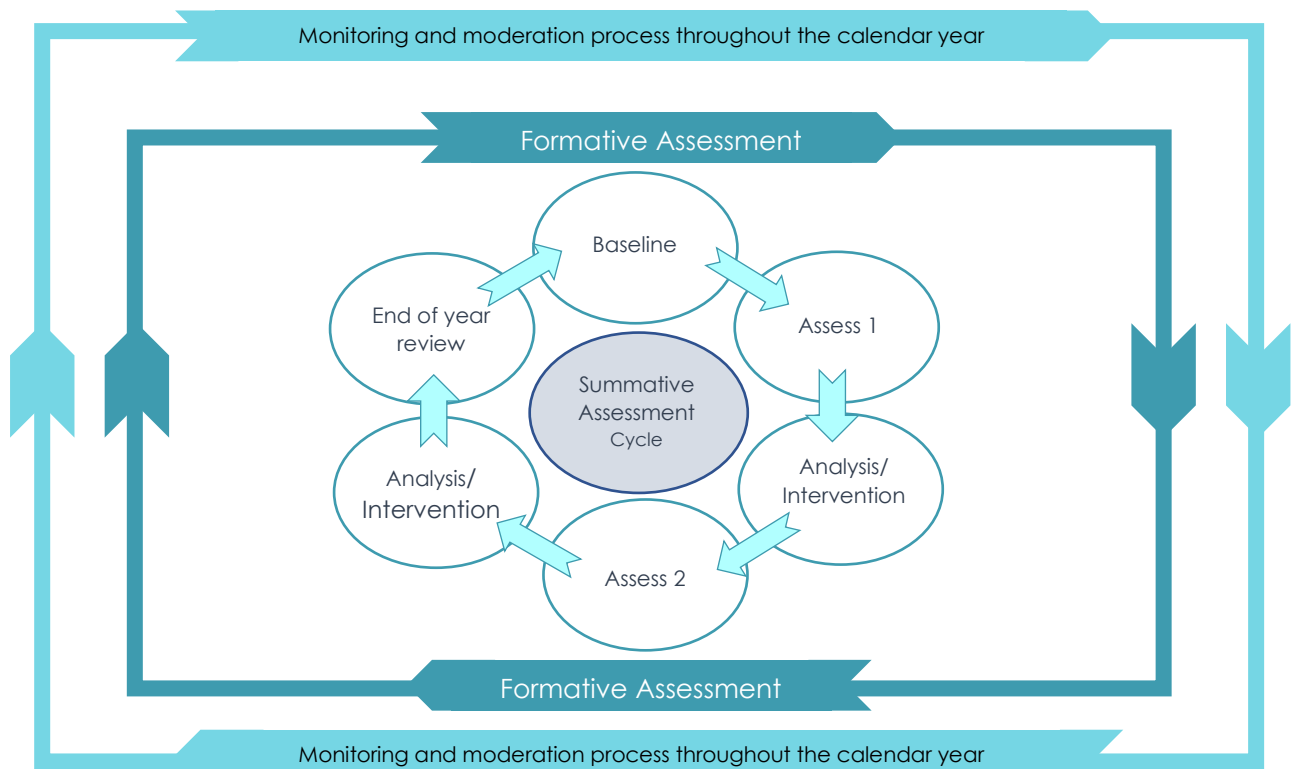


Assessment, Recording and Reporting Policy

Assessment Model – At Boston Endeavour Academy, the cycle of continually assessing progress keeps the learner as the core focus.



The Assessment Cycle





Equal opportunities lie at the heart of all that we do at Boston Endeavour Academy. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support the school.

The Local School Board and Head Teacher of Boston Endeavour Academy ensure that assessment, recording and reporting will be based on the whole school principles of:

- Equal opportunities
- Individual needs
- Age appropriateness
- Pupil involvement
- Recognition of previous learning and experiences
- Sensitivity and understanding
- Parental involvement
- Challenge and pupil's progress

Assessment

Assessment is a means of identifying the progress which pupils make. It should help reveal what a pupil can do, knows and understands as well as assisting in the planning of a route for further developments. Assessment procedures at BEA seek to identify pupil's successes and highlight areas of development. Teacher assessments are an on-going practice and can show how well a pupil is developing across a whole subject, over a period of time. BEA uses a variety of assessments to meet the needs of individual pupils.

The purpose and aims of assessments are to develop the whole child and to continually improve the quality of teaching and pupil learning within the school.

This will be done in the following ways:

- During lesson time, to use effective questioning techniques, learning observations and monitoring of pupils work to check their understanding and progress towards the given learning questions and success criteria.
- Through progressive summative assessments where, following a sequence of learning, pupils will be assessed to see what learning has taken place and to ascertain the effectiveness of teaching methods, pupils' groupings and resources.
- Formative assessments will use information gained through assessment to improve planning and address the continuity of learning to ensure future learning is matched to individual student's needs. Staff will level work when completed by highlighting the aspects of outcomes that they have covered. These levelled pieces of work will be useful when teachers assess the learning stage of pupils.

The Principles of assessment are that it

- Will be an on-going tool involving systematic observation and recording
- It will be worthwhile and useful for teachers, parents, carers and pupils
- It will provide continuity between teachers within BEA and between academies.
- It will help the pupils to develop skills for reviewing and evaluating their work and behaviour and to participate in their own target setting for improvement



Recording

Recording is the means by which teachers and assistants identify and keep information about learning. Through the planned use of recording systems information about pupils' achievements is noted and retained.

Reporting

Reporting is the process of providing information about pupils' learning and achievements to a range of audience including key stake holders.

Base lining

Pupils who arrive at the BEA will be assessed and levelled within their first term (based on a six-term year). Where pupils arrive with previous levels these will be taken into account.

Moderation and Informing the Assessment Process.

Moderation is way of maintaining rigour in the assessment process. It confirms teacher judgements and aims to standardise the levelling of work throughout the school. This will inform the planning for individual and group lessons. The following steps will be taken to moderate the assessment of pupils' work and progress:

- Internal moderation procedures to ensure that teacher assessments meet the criteria set by the Qualifications and Curriculum Authority (QCA)
- Internal moderation to ensure that individual teacher judgements are corroborated to achieve 'best fit' rounded judgements when completing the MAPP or Non-core progress statements for individual pupil profile.
- Setting targets as part of the annual review process, next steps and individuals plans.

Collecting a variety of evidence to support teacher assessments

- Individual pupil assessment, including Personal Targets
- Subject leader and Class Teacher Evidence folders that collate all work moderated by a group of staff.
- Teacher notes/observations- planning and learning aims documents.
- Effective Marking and Feedback

External Moderation.

BEA engages in an external moderation programme organised by LEARN Teaching School. This working relationship includes several other special schools in Lincolnshire. There is one meeting per subject every academic year, each school brings three pieces of work per key stage, of pre-moderated work, that demonstrates a range of abilities and levels. This allows for internal moderators judgements to be checked. Reports form the moderation are then reported back to staff and governors.

Forms of Assessment used

Boston Endeavour Curriculum Outcomes

BEA Curriculum provides a means of assessing pupil progress that are working below the National Curriculum through to those that are accessing the National curriculum at a below age stage expectations. Progress is measured in small steps and gives a helpful range of assessment for pupils who are following the non-subject specific pathway as well as those on the subject specific pathways. See BEA Curriculum Documents for further information on the pathways. The target setting process is informed by the assessment so that appropriate targets can then be set. Below are the minimum assessment expectations of the BEA Curriculum Pathways



School Phase and Curriculum	Assessment	EHCP/MAPP (PLGs on EFL)	Additional
Spring Stepping Stone	1 assessment each full term for each of the EYFS areas. This will be supported by 'in the moment snapshots' recorded during the week. (Minimum 2 snapshots per child a week)	1 post per full term for an outcome for each area of the ECHP, measured using the MAPP Scale.	Engagement Profiles for all pupils updated every 6 months. 1 post per week sharing good work.
Discoverers	1 assessment post per half term for each area of the Discoverers Curriculum. This is supported with a minimum of 3 written observation forms.	1 post per full term for an outcome for each area of the ECHP, measured using the MAPP Scale.	Engagement Profiles for all pupils updated every 6 months. 1 post per week sharing good work.
Explorers	1 assessment post per half term for each area of the Explorers Curriculum. This is supported with a minimum of 3 written observation forms.	1 post per full term for an outcome for each area of the ECHP, measured using the MAPP Scale.	Engagement Profiles for all pupils updated every 6 months. 1 post per week sharing good work.
Investigators	1 assessment post per half term for each area of the Core Subjects. This is supported with 1 Snapshot each week per core Subject. Half termly written assessment grid.	1 post per full term for an outcome for each area of the ECHP, measured using the MAPP Scale.	1 post per week sharing good work.
Investigators/Adventurers	1 assessment post per half term for each area of the Core Subjects. Half termly book scrutiny. Half termly written assessment grid.	1 post per full term for an outcome for each area of the ECHP, measured using the MAPP Scale.	1 post per week sharing good work.
ASDAN	Assessment expectations outlined by each unit. Completion of 2/3 topic units per half term. 1 holistic unit per full term. Internal and external moderation as directed by ASDAN.	1 post per full term for an outcome for each area of the ECHP, measured using the MAPP Scale.	1 post per week sharing good work.
AQA	Unit table tracker completed every full term. 1 Maths, English and Topic unit per half term. Assessment expectations outlined by each unit. Internal and external moderation as directed by AQA.	1 post per full term for an outcome for each area of the ECHP, measured using the MAPP Scale.	1 post per week sharing good work.



MAPPS

MAPPs tracks pupils who are making lateral progression. A significant number of PMLD pupils make very small steps during a year. MAPPs allows us to show their progression by setting targets that can be tracked against a continuum of competency and ability against a particular skill.

Engagement Model

From September 2021, it will be a statutory requirement to use the Engagement Model to assess pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at Key Stage 1 and 2. However, the Engagement Model can be used across all key stages, although there is no statutory requirement to do so. Schools are not required to submit progress data to the Department for Education (DfE), however they must report which primary-aged pupils are being assessed using the model. The model focuses on assessing pupils through 5 areas, those being exploration, realisation, anticipation, persistence and initiation. It should be used to assess pupils' progress and development regularly throughout the year.

Switch Progression

The Switch Progression Road Map is a comprehensive teaching and assessment document, detailing every stage of switch skills acquisition from cause and effect to confident scanning. This document is used to assist with planning meaningful and motivating routes to success for learners using switches to access communication, learning and leisure. The Switch Progression Road Map enables educators to assess a learner's baseline, set achievable learning milestones and provides guidance on how to teach these important skills in a way which is both meaningful and motivating for students.

Phonics

Pupils accessing the Read, Write, Inc phonics programme will be formally assessed every 6 weeks by the reading leader to monitor progress and to ensure pupils are grouped homogeneously to better support development. There are three different assessments which will be alternated throughout the year to monitor: the number of sounds pupils can read, their ability to read these sounds in real and nonsense words, their speed of word reading and their ability to read a passage at a pace that should allow comprehension. Pupils are assessed within their Read, Write, Inc lessons by their reading teacher, through verbal and written feedback.

ASDAN and AQA

In Key Stages 4 & 5 the main focus of the curriculum delivered is preparation for adulthood. This incorporates links to employability skills and general life skills. Within the department there are different curriculum pathways. Students will be placed on a pathway in line with their intended leaving placement and educational outcomes.

We deliver the AQA Unit Award Scheme and ASDAN Personal Progress 2020 Qualifications to ensure we have the breadth to meet the individual needs of such a wide range of students. In 2023, we will be introducing the NCFE qualifications at Boston Endeavour Academy.



ASDAN Personal Progress in the four 'Preparing for Adulthood' areas; Employment, Independent Living, Good Health and Community Inclusion. These units build up credits that can amount to qualifications from an Entry Level Award in Personal Progress (Entry 1) up to an Entry Level Diploma in Personal Progress (Entry 1).

The AQA Unit Award Scheme offers prompt, ongoing certification of achievements achieved through the delivery of short units of learning covering a wide range of activities and subject. Although the scheme does not provide qualifications, it does recognise achievements. From their entry into Post 14, the students will begin to build a portfolio of certificates, which will be added to regularly during their time in our Post 14 provision. Some of our learners will gain certificates in the AQA Unit Award Scheme careers units, including, Work Experience, Career Planning, Work Experience- Attending a Link Course at a Local College, Building a CV- Producing a Personal Statement, Preparing for and Attending a Mock Interview and Travelling independently to school or college.

Many of our students will have the opportunity to work towards NCFE qualifications in Functional Skills Qualification in Mathematics at Level 1, 2 & 3 and Certificate in Essential English in Everyday Life Entry Level 1 & 2. (the level of the qualification is dependent on ability).

Testing – Appropriate Pupils Only

New Group Reading Test (NGRT) is a standardised group reading assessment that consists of multiple-choice sentence completion questions. NGRT enables specific staff to monitor the progress and ability of individuals and groups. It has been designed to be relevant and engaging to pupils and can be administered easily in the classroom.

Annual Review

This outlines pupil progress in the following areas:

- Progression of pupils in all subjects covered within the BEA Curriculum.
- Pupils progress over the part of the year and progress towards meeting the overall objectives in the EHCP
- Targets set in previous review or since EHCP was issued, and comments on levels of achievement to date
- Additional targets against which the pupils educational progress will be assessed during the coming year and at the next review
- Pupils attendance throughout the year

BEA believes in providing regular opportunities for teachers to communicate with parents and carers about how their child is progressing and how they can support their child's learning. This process of communication is also supported by the use of home/school planners as a means of teacher/parent liaison.

Additional Tests

Assessment of and for learning is essentially ongoing, and should be seen as an integral part of a learning process. The main purpose of assessing a pupil is to enable him/her to make the best possible progress in the development of skills, knowledge and understanding.

Within six weeks of joining the school, pupils will be monitored closely, allowing teaching staff to gain an indication of an individual's levels. A reading comprehension test (NGRT) where applicable, will be carried out and this information will be shared with the appropriate



staff so that they can plan accordingly for individual's learning needs at that time. Relevant staff will meet to discuss progress of an individual and to carry out the process of base lining.

Through teacher discussion and work analysis of an individual, a judgement will be made about the level to which the individual is operating at, in English (Speaking/Listening, Reading and Writing) and Maths. This will provide staff with benchmark information against which to monitor progress.

From these results and the previous test data, the individual can then go onto be benchmarked in all curriculum subjects. This benchmarking allows staff to have an understanding of an individual's level and the appropriate support can be given. These assessments will give staff the information needed against which to make comparisons, at a later stage, in relation to value added and pupil progress.

Assessments made by other professionals

If a pupil is receiving speech and language support, occupational therapist and/or physiotherapy they will provide reports for the annual review. The pupil may also, if necessary, be monitored by an Educational Psychologist. Assessments made by these professionals will be used to support the teaching strategies and learning outcomes for the pupil.

How is the data collected to be used?

All information will provide evidence of individual performance year by year with the same pupil using Evidence for Learning.

It will provide individual pupil performance against the class results.

- It will provide value added data.
- To monitor the achievement of different groups of pupils.
- Pupil achievement in different subject areas.
- To analyse whether pupils make consistent progress.

To identify what aspects of curriculum and teaching need to be strengthened.

- To inform Governors, Parents, Carers, Local Authority and OFSTED
- To set yearly targets for pupils

Policy Review

BEA considers the Assessment, Recording and Reporting Policy document to be important and the Senior Leadership Team will undertake a thorough review of both policy and practice each year and report to the Local Governing Body annually.