



Assessment Policy

Introduction

Greenside caters for a very wide range of pupils in terms of age, ability and learning style, and the assessments or measurements of progress used, reflect this diversity.

Assessment is a powerful tool in understanding pupils learning and thereby being able to focus and monitor the teaching style they need more effectively. Hence, assessment informs and enables learning.

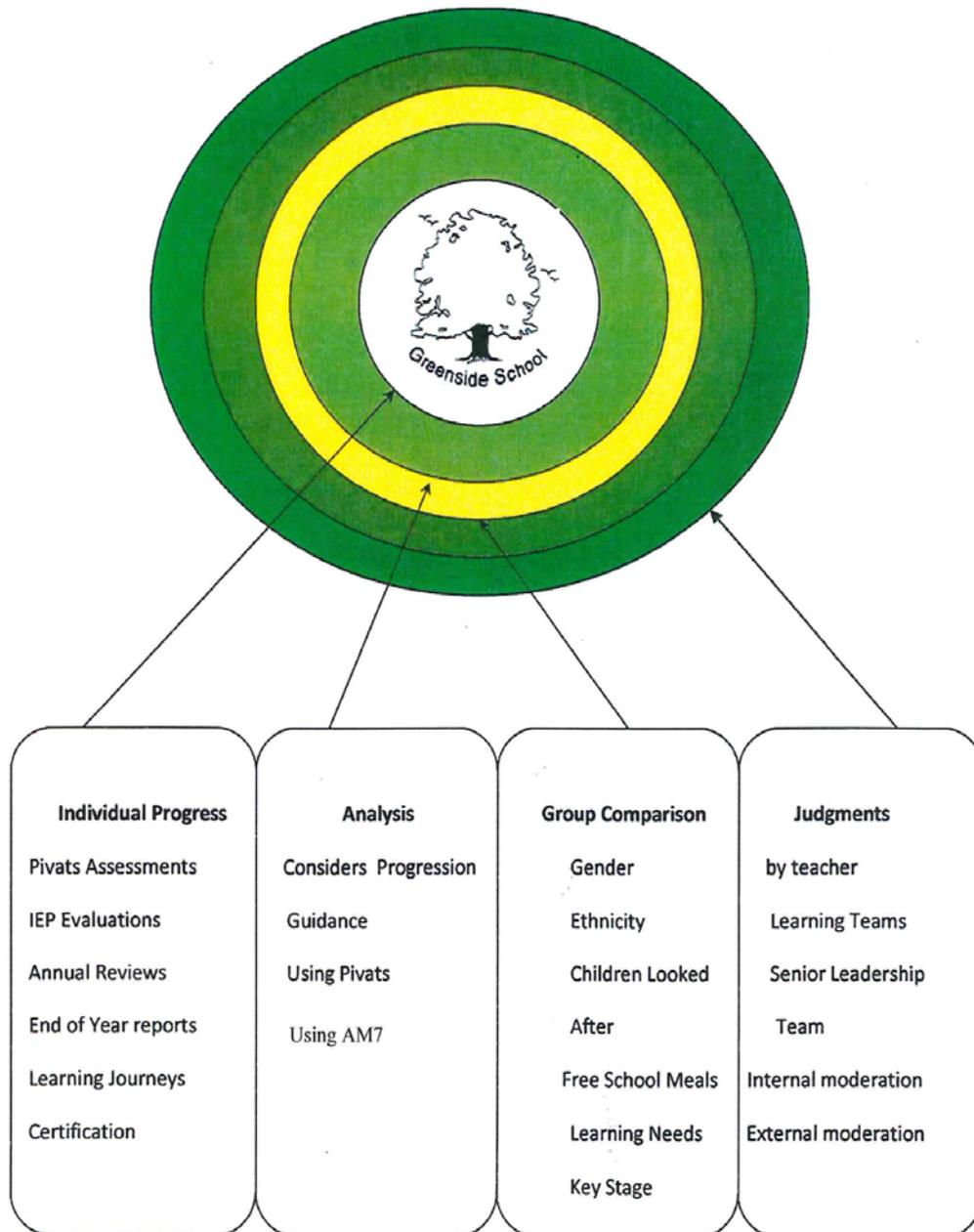
Assessment is a continuous process and, although an important responsibility of the teacher, is carried out by all informed professionals, e.g. learning support/teaching assistants, nursery nurses, speech and language therapists. Most day-to-day assessments are based on frequent and informal tasks and questions, which prompt pupils to demonstrate their knowledge, understanding and skills. What they then say or do is observed and interpreted and judgements are made about how learning can be improved. Other assessments are semi-formal, such as class tests, or formal, such as the use of PIVATS, Routes for Learning and The Evidence for Learning App (all of which relate to the pre (P) National Curriculum levels).

The purpose of assessment

Assessment is used to monitor pupils' progress as well as being an integral part of teaching and learning, informing planning and target setting. It is not an end in itself, but used to help teachers to focus on the selection of short-term appropriate learning intentions and perhaps more importantly, to take into account the long-term development and progress of each pupil.

Assessment informs all levels of planning for individuals and groups. Teachers should ensure that assessments carried out for annual progress reports inform individual educational programmes and that these in turn directly influence programmes carried out in the classroom.

Recording and Measuring of Achievement



Assessment for learning

Assessment for learning is the process of seeking and interpreting evidence to decide where the pupils are in their learning, where they need to go and how best to get there, taking into account previous rate of progress. It gives a detailed picture of the pupil, identifies strengths as well as difficulties and ensures the appropriateness of programmes, resources and learning opportunities. Assessment for learning assists each pupil on their journey.

Assessment also gives a picture of how well the school is doing and gives direction in setting challenging targets for improvement. Assessments should be useful, not take up too much time, add to teachers' knowledge, and be of direct benefit to the learning process.

At Greenside School P level assessments are shared with parents and carers at annual reviews of Statements of Special Educational Needs and Education, Health, Care Plans (EHCPs).

In addition to the statutory requirements, the following teacher assessments will also be carried out in school. (Other professionals may conduct their own assessments which contribute to those carried out by the teacher). This includes:

- Assessment of English, Maths, and Science against the P scales using the PIVATs tool and Routes to Learning. This is undertaken in the second part of the summer term.
- Ongoing assessment using the Evidence for Learning app.
- On-going assessment of IEP targets (to be fully reviewed every 6 months).
- On-going assessment of communication and language skills, (this is often undertaken in partnership with the speech and language therapist).
- Significance of emotional needs using the Herts Steps assessment tool.
- Assessment of sensory development
- Assessment of physical development (where appropriate this will be undertaken in partnership with a physio or occupational therapist)

What is assessed?

- Knowledge and understanding – including: Factual information, concepts, names, labels, ideas, and theories.
- Communication – including: eye-contact; speech, language, facial expression; sign and augmented communication.
- Skills - including mental and physical dexterity, physical responses, techniques, specific competence in particular fields, interpersonal skills, the ability to link knowledge, understanding and skills
- Attitudes and values - including learning beliefs, cultures, subject knowledge, people and society
- Behaviour and emotional intelligence - including: social relationships, personal characteristics, competence at carrying out tasks, and motivation.

Assessment techniques

Many options for assessment are available and can be used in combination. Teachers' opinion backed up by evidence is as important as any formal test given, and is ongoing throughout the year and used to inform planning and teaching.

Techniques used at Greenside School to assess learning:

- * Observations
- * Scrutiny of work
- * Marking of pupil's work
- * Formative Assessments
- * Questioning
- * Practical tests
- * Written tests
- * Oral Tests
- * Discussion with, and reports from parents and other professionals involved
- * Evaluations on planning sheets
- * Pupil comments / feedback
- * Educational Psychologists' reports
- * Evidence based assessment – (Evidence for Learning App)
- * Video evidence (including those in PowerPoint presentations for annual reviews).

Pupils' involvement in assessment

Pupils should be involved in the assessment of their own work and progress as much as possible. Teachers state clearly what they want pupils to learn and why, the activity is given purpose and direction. Lessons should start with the purpose of the activity being explained to the class. Thus pupils and staff supporting the pupils should be told not only what they are to do but also why they are doing it and what they will learn from the activity. In the plenary session at the end of each teaching activity, pupils should be brought back together as a group and given a chance to talk about what they have been doing. For some pupils it will be more appropriate for the adults supporting them to give feedback. The plenary also provides an opportunity to assess whether or not IEP targets have been achieved, and to reward pupils, in line with the class's management system. When lessons conclude in this manner, they provide opportunities for regular, ongoing self-assessment, teacher assessment and target setting.

Process

All pupils are encouraged to be involved in their own assessment wherever possible by means of photographs, sharing learning objectives, IEP Targets, circle time, comments on Annual Reviews, Progress Files etc., using appropriate spoken language or some other form of communication that they can understand. A pupil has only achieved a particular level (P scale) when the teacher is reasonably confident that the observed behaviours are regular and repeated over time. A 'best fit' indicator may be used; or a pupil may be able to complete a specific task from the 'PACE' assessment. Formal and informal assessments cover aspects of knowledge, understanding, skills, attitudes and behaviour.

External Awards

The school uses ASDAN and the Creative Award to accredit achievement.

Assessment resources

The PIVATs assessment and Evidence for Learning assessment tools are to support teachers undertaking P level assessments for all pupils. Routes for Learning is used for pupils who have profound learning difficulties.

Moderation of Assessment

Moderation of judgements is an essential aspect of the assessment process at Greenside. Through teachers comparing their judgements against set criteria objective information can be gathered, which informs planning and practice.

At least twice a year senior managers set up opportunities for teachers to work in small teams to compare and reflect on assessment judgements. This will include the scrutiny of pupils work, photos and video evidence.

In addition Greenside is part of a regional partnership of SLD schools which enables regular moderation of judgements with schools from other Local Authorities including: Hertfordshire, Bedfordshire, Buckinghamshire and a few north London Boroughs.

Analysis of assessment data

Assessment data is used as a means to compare pupil progress against other schools catering for a similar range of needs using the National Progression Guidance prepared by the DfE.

Greenside uses a data analysis tool developed by Hertfordshire (AM7) to support the analysis of pupil progression data. Detailed reports are prepared and shared with Department Heads and subject leaders. This information informs the School Self Evaluation process and School Development planning.

Equal Opportunities

Most of the assessments used are non-verbal or designed for pupils who are developing their understanding of spoken English. Books and resources used during the assessments should reflect the cultural diversity in which we live and interpreters and translations are provided when needed. Where pupils have significant speech and language difficulties, sensory impairments or physical disabilities, including profound and multiple learning difficulties, alternative means of communication such as signing, electronic communication aids, switches etc., may be used. Non-symbolic communication (such as gesture, eye-pointing or change in body tone) may inform assessments of pupils at the early developmental stages. Teachers must also take account of individuals' learning styles, behaviours etc., resistant or un-cooperative behaviour does not necessarily indicate inability to perform a certain task and teachers may need to modify their approach.

Pupil comment sheets are adapted (using symbols), when necessary. Where pupils are not able to articulate their views, pupil comment sheets and personal targets are completed by the class team to give an honest representation of the pupils perceived preferences and aspirations.

Monitoring & Evaluation

The effectiveness and usefulness of the assessment policy will be monitored and evaluated by the Senior Management Team.