



# Assessment and Target Setting Procedure Policy

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<b>Date of next review:</b>	2021	<b>Written by:</b>	Rebecca Garratt
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<b>Signature:</b>			

## How we Assess Progress at Wyre Forest School

### How we Assess Learning

- The principle of assessment is to check and identify what a child understands and what they need to learn next.
- This is done on a daily and lesson by lesson basis. It can be done through marking, dialogue with pupils, observations and many other ways. We use Observation Learning Records (OLR's) in books so staff and pupils have a clear learning objective and success criteria in which to check progress and understanding.
- Progress is also checked on a termly basis. Termly pupil progress meetings discuss barriers to learning and what we can do differently in order to help that individual child succeed.
- Targets are set for the end of each year and end of each Key Stage.
- Some pupils will undertake tests and exams during the academic year.
- Every child will receive a written report during the year surrounding their progress.
- Parents have two parents' evenings per year that they can attend to check on their child's progress and the annual review meeting.
- The school uses SOLAR and within that the created, P Steps.
- We closely link our assessment to our Marking & Feedback Policy.



Department  
for Education

### What the Government says:

The Government has announced that schools need to create their own assessment systems involving the following principles:

1. Give reliable information to parents about how their child and their child's school, is performing.
2. Help drive improvement for pupils and teachers.
3. Make sure the school is keeping up with external best practice and innovation.

### Procedures for Staff

We pride ourselves on meeting the needs of a broad spectrum of children and young people. One way of achieving this are the detailed Individual Provision Plans (IPPs) that are written. On-going assessment takes place against Individual Provision Plan (IPP) targets aligned to EHCPs. The IPPs are moderated and form part of the Annual Review cycle.

At the end of every academic year, very detailed conversations are held about each child to ensure they are in the correct learner group. We are very flexible in our approach with the main aim being to give each individual child the most appropriate curriculum to prepare them for life after WFS. All staff are part of the class grouping conversation.

## **New Pupils**

All new pupils must be baselined on SOLAR or on their progress tracker within 6 weeks of attending WFS (EYFS and Sixth Form dealt with separately). Please notify the Headteacher when this has been completed so targets can be set. Class teachers should ascertain levels from previous setting for pupils that have KS1 or KS2 results. Anyone that is unsure what to do ask SLT or Phase Leaders.

## **P Steps**

- P Steps or Progress Steps is designed to be one continuum and to be simpler for parents to understand the progress of a child.
- They incorporate similar steps to the old P Levels and stretches up to the National Curriculum so we challenge every child regardless of ability (from P1i to P18).
- It also crosses over past assessment systems so rough comparisons can be made when we moderate with other schools.
- It utilises a software company SOLAR to record the assessment data online. We record lesson evidence so we can moderate judgements.
- The first three statements for each P Step are evidenced in great detail as these are the key learning objectives. The other statements are dated with a context so that it can be cross referenced in books to aid moderation. If a pupil has achieved a statement in a higher P Step than they are currently working it is good practice to evidence this.

## **Target Setting**

- We have developed progress paths from Key Stage to Key Stage so we can set challenging targets to be achieved annually and across the Key Stage.
- Target setting will take place the beginning of September for Years 3, 7, 10, 12 for their next Key Stage.
- During the Key Stage if there is an issue with the target set staff are encouraged to talk to Phase Leaders about this.
- The progress paths also help determine what exam or accreditation pathway each individual will require in KS4 and KS5.
- It is vital that we ascertain end of Key Stage information from previous settings to inform our target setting.

## What is Good Progress for a Reception Pupil at Wyre Forest School?

- No national guidance or guidelines for children in special school provision following the EYFS.
- Principle of uniqueness and diverse need must be at the forefront of data analysis and target setting.

For a child with a baseline of **0-11 months** in a curriculum area;

Expected Progress- **1 step**

Good Progress- **2 steps**

Accelerated/Outstanding Progress- **3 steps +**

For a child with a baseline of **8-20 months** in a curriculum area;

Expected Progress- **2 steps**

Good Progress- **3 steps**

Accelerated/ Outstanding Progress- **4 steps +**

For a child with a baseline of **16-26 months** or above in a curriculum area;

Expected Progress- **3 steps**

Good Progress- **4 steps**

Accelerated/Outstanding Progress- **5 steps+**

END OF KS1 to KS2

END OF YEAR 2	WS P Steps	END OF YEAR 6
P14	+4	P18
P13	+4	P17
P12	+4	P16
P11	+4	P15
P10	+4	P14
P9	+4	P13
P8	+4	P12
P7	+4	P11
P6	+4	P10
P5	+3	P8
P4	+3	P7
P3ii	+2	P5
P3i	+3	P5
P2ii	+3	P4
P2i	+3	P3ii
P1ii	+2	P2ii
P1i	+3	P2ii

END OF KS2 to KS3 -

END OF YEAR 6	WS P Steps	END OF YEAR 9
P16	+2	P18
P15	+2	P17
P14	+2	P16
P13	+2	P15
P12	+2	P14
P11	+2	P13
P10	+3	P13
P9	+3	P12
P8	+3	P11
P7	+2	P9
P6	+2	P8
P5	+1	P6
P4	+1	P5
P3ii	+1	P4
P3i	+2	P4
P2ii	+2	P3ii
P2i	+1	P2ii
P1ii	+1	P2i
P1i	+0	P1i

P step at End of Key Stage 3	Predicted outcome/ pathway at End of Key Stage 4
P9 or below	ASDAN or other accredited pathway curriculum
P10	Entry Level 1
P11/12	Entry Level 2
P13/14	Entry level 3
P15/16	Level 1 ( GCSE G-D)
P17/18	Level 2 (GCSE A-C)

## Post-16 Target Setting

Achievement at end of KS4	Predicted post-16 outcome/ pathway
ASDAN Personal Progress	ASDAN Personal Progress or Entry Level 1 OCR Life and Living Skills
EL1	Entry Level 2 OCR Life and Living Skills
EL2	Entry Level 3 OCR Life and Living Skills EL3 Functional Skills
EL3	Level 1 CoPE, Level 1 Functional Skills
L1	Level 2 CoPE Level 2 Functional Skills
L2	further education or training

### **ASDAN Personal Progress**

Students following ASDAN Personal Progress will be working at levels within the Entry 1 Achievement Continuum. These students are expected to make lateral progress.

### **OCR Life and Living Skills**

1 year : 13 credits, Certificate

2 years : 25 credits, Extended Certificate

3 years : 37 credits, Diploma

## **ASDAN Expectations**

**8 credits**

**Award**

**14 credits**

**Certificate**

**37 credits**

**Diploma**

## **ASDAN Expectations**

**8 credits**

**Award**

**14 credits**

**Certificate**

**37 credits**

**Diploma**

## **Complex Learners**

- For our most complex learners a subject based curriculum is not appropriate therefore pupil target setting and assessment are focused upon aspects within the areas of:
  - Cognition & Learning
  - Communication & Interaction
  - Physical & Sensory
  - Personal Social & Emotional Development
- Very precise small step targets are written using the broader EHCP targets.
- Staff use a variety of ways to assess in order to gain a picture of progress and to inform planning of next steps; written observations, photos, videos, etc.
- The assessment is summarised half termly and targets adjusted or changed.
- Communication permeates through everything within a complex needs learning environment.
- Learning records also highlight levels of prompt and engagement, which are also used to inform planning for next activities.

## **EYFS**

- When children enter the Reception Class they are assessed using data from the Nursery Assessment Class or any previous nursery setting, and observations by the class team.
- This enables us to look at which age/stage band children are working at in each of the learning areas in the EYFS curriculum;
  - Communication and Language
  - Personal, Social and Emotional Development
  - Physical Development
  - Literacy
  - Maths
  - Understanding the World
  - Expressive Arts and Design
- The age stage/bands are linked to Early Years Outcomes; 0-11 months, 8-20 months, 16-26 months, 30-50 months and 40-60 months.
- The children are then assessed throughout the year, using SOLAR to record the assessment data online. At the end of the reception year, attainment of each pupil is submitted to the local authority in accordance with statutory guidance.
- For pupils with complex or profound multiple learning difficulties reception pupils are assessed using the Worcestershire Early Support Documents against the areas of:
  - Communication
  - PSED
  - Physical Development
  - Thinking Skills
- We continue using the Early Years Outcomes until the spring term of Year 2 where we transition to P Steps.

### **Lower School (Years 3 to 6)**

- Staff assess speaking, listening, PSHCE, reading, writing and maths.
- They record onto SOLAR regularly and data is analysed termly.
- The first three statements for each P Step (for reading, writing and maths only) are evidenced in great detail as these are the key learning objectives. The other statements are dated with a context so that it can be cross referenced in books to aid moderation. If a pupil has achieved a statement in a higher P Step than they are currently working it is good practice to evidence this.
- The use of assessment helps inform planning of next steps.
- Moderation also occurs termly to check the accuracy of judgements and support staff knowledge.

- Following the analysis of the data pupil progress meetings are held and where a child is not on track to achieve their target(s) detailed discussions are held and where appropriate interventions are put in place.
- At the end of Year 6 all other subjects are baselined in readiness for Middle School (KS3).

### **Middle School (Years 7 to 9)**

- Staff assess speaking, listening, PSHCE, reading, writing and maths.
- They record onto SOLAR regularly and data is analysed termly.
- The first three statements for each P Step are evidenced in great detail as these are the key learning objectives. The other statements are dated with a context so that it can be cross referenced in books to aid moderation. If a pupil has achieved a statement in a higher P Step than they are currently working it is good practice to evidence this.
- The use of assessment helps informs planning of next steps.
- Moderation also occurs termly to check the accuracy of judgements and support staff knowledge.
- Following the analysis of the data pupil progress meetings are held and where a child is not on track to achieve their target(s) detailed discussions are held and where appropriate interventions are put in place.
- At the end of each year all other subjects are assessed.
- During Year 9 the Middle School Phase Leader and the Upper School Phase Leader meet to look at appropriate examinations and accreditations.

### **Upper School (Years 10 to 11)**

- Upper School students are tracked on a progress tracker sheet against the accreditation and qualifications they are taking.
- The use of assessment helps informs planning of next steps.
- We follow a range of qualifications that build on attainment and link into the transition plan for each pupil at school leaving age. Central to these qualifications is a focus on English, Maths and Personal and Social Development.
- In addition, where pupils achieve entry level 3 at year 11 we also offer a suite of GCSE qualifications and have worked with our local Secondary School to accommodate pupils.
- All of these qualifications develop and embed existing skills but our primary purpose is to make these skills be used functionally to enable our pupils to apply them to real life situations.
- In addition to formal assessment strategies we also focus on transitional outcomes for pupils and measure our progress on successful transition to post school destinations too.
- Students unable to take Functional Entry Level Qualifications will undertake vocational awards and certificates developing understanding of the world, independence and communication.

- Teachers will set challenging annual targets, to aim to reach their projected Key Stage targets.

### **Sixth Form**

- Within the sixth form the focus is not only upon accreditation targets but is even more closely aligned to the ECHP target areas and preparing our pupils for life beyond WFS and independence.
- On-going assessment takes place against Individual Provision Plan (IPP) focusing upon the following areas and are recorded on progress trackers which are monitored closely;
  - Functional English & Communication
  - Application of Maths
  - Personal Development
  - Life Skills

### **MAD Weeks (Pupil Progress, Moderation & Intervention)**

Data is analysed the Friday before the termly **Monitoring & Development Weeks** commence. Staff teams will then carry out **pupil progress meetings** and **moderation**. During pupil progress meetings staff teams and phases look at the pupils individually. Where a pupil is not on track to achieve their **targets**, a discussion is held to plan individualised bespoke **interventions** to get them back on track. Moderation is carried out within phases and then cross phase. Staff also moderate EYFS within the network. Subject specialists and leaders will also carry out their own scrutiny of data.

The termly data before the MAD Weeks will be shared at the **Governor Curriculum & Standards Committee** meetings and annually a progress and attainment report will be written for parents and governors and shared on the website.

### **Parents**

Parents are invited to two parents' evenings a year and an annual review. Targets and subject evidence are shared with parents at each event. There is an annual report to parents in addition to this.