

RIVERSIDE SCHOOL



Assessment Policy

APPROVED BY GOVERNORS

RESPONSIBLE PERSON - HEADTEACHER

Context

At Riverside School we aim to provide a broad, balanced, relevant and progressive curriculum for every pupil.

The pupils at Riverside have severe and profound learning difficulties which require that particular attention be given to the issues in evidencing progression.

Assessment

Assessment is the judgement we all make about a pupil's attainment based on knowledge gained through using commercial schemes, observations, questioning and marking, ensuring that both our formal and informal assessments inform our future planning for individual pupils.

Key Principles

We believe that assessment should:

- be integrated into teaching and learning in an on-going manner to inform teachers of where pupils are in their learning and enable rigorous tracking of pupil progress
- indicate strengths, areas for development and targets for progress
- form the basis of dialogue with all stakeholders
- embrace academic, social, emotional and moral learning, meeting statutory requirements
- take a variety of forms: formal, informal, summative and formative.
- motivate pupils and **actively involve them** wherever possible in review and target setting.
- raise the expectations of success and celebrate a broad range of achievements.
- be manageable

Teaching Staff

The policy document will enable teachers to be aware of the purposes of assessment and of the need to apply standards consistently. It should clearly designate responsibility for the management of assessment. These guidelines should meet statutory requirements and support the quality of teaching and learning.

Parents

Parents and pupils at Riverside School have an entitlement to an assessment process which:-

- Highlights success and progress.
- Identifies needs and how those needs will be addressed.
- Provides opportunities to discuss and review achievements.
- Works in partnership to meet learning targets.
- Ensures that information is detailed, specific and understandable.

Assessment Process

Assessment is fundamental to every pupil's educational process at Riverside School. From assessment we can plan, deliver, monitor and evaluate pupil progress.

The assessment procedures will include:-

- Class teacher *formal* assessments; weekly English and Mathematics targets set and reviewed, on-going SOLAR inputting, MOVE, Sound of Intent and Engagement Profiling where appropriate to inform weekly targets and IEPs reviewed each term.
- Class teacher *informal* assessments; holistic pupil observations during learning activities, pupil feedback, teacher questioning, weekly marking and on-going class dialogue.
- Health professional input in target setting for individual pupils both within the class and when on a 1:1 basis.
- Formal annual review of a Statement of Special Educational Needs/EHC Plan.
- Statutory Assessment where appropriate.
- Daily records and regular summaries of learning activities to inform future planning.

Class teacher assessment of individual pupil's curriculum needs will take place at least bi-annually in *Structured Conversations* with the class teacher, parent/carer and on occasion the key worker for the pupil and refer to:-

- Current pupil progress and achievements
- Areas of strength and areas for development in the coming term
- The parent's wishes for the pupil and any concerns addressed
- Progress reports from our Health Professional colleagues included where appropriate
- The pupil's views, by attendance at Annual reviews and IEP planning meetings
- The pupil's statement of special educational needs.

General Principles

The process of assessment will allow us to:

- Gather data to inform the school on a pupil or groups of pupils' achievement
- Analyse and interpret data so that individual pupil achievement is evident
- Inform judgements on the quality of a pupil's learning in a number of spheres including their health, attendance and behaviour.
- Ultimately enhancing teaching and learning opportunities at Riverside School.

1. Gather data to inform the school on a pupil or groups of pupil's achievement:

In order to make a meaningful assessment of each pupil when they join Riverside, pupils will be baselined and the data will be submitted and inputted into SOLAR within the first half term. This will allow us to create a full and accurate picture from which we can measure and predict future progress.

Moving on from baseline assessment, all pupils will be formally assessed on an on-going basis. This will be underpinned by a rigorous termly *moderation process to ensure that the data within SOLAR is robust.*

2. Analysis of data

Assessment data from SOLAR will be analysed each half term and support will be put in place to ensure that pupils who are not making expected progress are supported to close gaps by the teacher. Assessment data from SOLAR will also be analysed using CASPA (a tool to analyse the comparative data from special schools). This will allow us to analyse, evaluate and bench – mark the attainment and progress of our pupils against the attainment and progress of other pupils nationally of the same age, level of prior attainment and categories of Special Educational Need.

By providing a robust and reliable measure of progress and identifying potential areas of concern, CASPA and SOLAR will allow us to take informed and appropriate actions to improve outcomes for pupils.

At Riverside we will look at the whole pupil as well as the data produced, taking into account social and emotional well-being when making judgements. Data will primarily be looked at within different criteria.

3. Enhancing learning and teaching opportunities

Once the data has been analysed and presented to the Leadership Team it will be discussed within phase meetings. Decisions will be made in the meetings on how to move forward by enhancing teaching and learning opportunities for the coming term.