

Witham Prospect School

Assessment and Accreditation Policy

Relevant Legislation and Guidance

- The Children's Homes (England) Regulations 2015 – UK Gov.
- Guide to the Children's Homes Regulations, including the quality standards April 2015 – DFE.
- Social Care Common Inspection Framework SCCIF: children's homes (latest version) – OFSTED.
- Positive environments where children can flourish (latest version) – OFSTED.
- The Education (Independent School Standards) Regulations 2014 (latest available, revised) – UK Gov.
- Education Inspection Framework: EIF (latest version) – OFSTED.
- Non – association independent schools inspection handbook (latest version) – OFSTED.
- Keeping Children Safe in Education, statutory guidance for schools and colleges (latest version) – DFE.
- Working Together to Safeguard Children, a guide to multi-agency working to help, protect and promote the welfare of children (revised latest version) – HM Gov.
- Lincolnshire Safeguarding Children Partnership (LSCP): Policy and Procedures – live manual.

Applies to:

The whole school, staff, volunteers and pupils. All activities provided by the school, including those activities outside the normal school day, off-site learning and residential trips. This policy also applies to residential care, residential staff and volunteers.

Related Documents:

- Subject Policies, including long term planning
- Teaching and Learning Policy
- Assessment and Marking Policy
- Curriculum Policy
- Spiritual, Moral, Social and Cultural (SMSC) Policy

Availability:

This policy is made available to parents/carers, staff and pupils via the School website or upon request from the school office.

Monitoring and Review:

This policy will be monitored and refined on a continuous basis and reviewed bi-annually by either the Director of Education or a member of the Senior (education) Leadership Team. This will take place earlier if changes in legislation, regulatory requirement or best practice guidelines so require.

Author:	Claire Roberts	Signed:		Date:	October 2024
Approved:	Paul Stevens	Signed		Date:	October 2024
Version:	V7 (October 2024)	Review date:	October 2026		

The Purpose of Assessment:

The purpose of assessment is to ensure that students, teachers and parents are provided with accurate, up to date information regarding progress, achievements and expectations. The reason for an assessment may be formative, diagnostic or summative but should aim to inform, motivate, build self-esteem and enable progression.

The data can then be used to plan future learning, for the individual and on a group basis. It is a continuous process using effective recording and marking of work that enables identification of capability and progress and recognises achievement.

Effective Assessment requires:

- ✓ That all students (regardless of age, additional needs, disability or background) can demonstrate both with support and independently, what they know, understand and can do.
- ✓ Student are involved in their own assessment and learning
- ✓ Student analysis of their work, including the process undertaken
- ✓ Clear, transparent assessment criteria
- ✓ Students and teachers to use the assessments to modify teaching and learning
- ✓ The information to be used to set goals and to motivate students
- ✓ Raising of parental awareness of the process
- ✓ Aspirational expectations for all
- ✓ That success is recognised and celebrated

We have worked tirelessly to ensure our assessment procedures are conducive to improving outcomes for our children and young people. We understand that the progress our pupils make is not linear and are measured in smaller steps in comparison to their peers across the county.

Day to Day Assessment:

Our staff are continually observing the children and young people therefore photographs and videos play a large part of the assessment process.

It is imperative that 'feedback' to the pupils is given instantaneously, due to the nature of their SEND needs, for example many of our pupils have global delay. The method of communication is

key to giving feedback also, and our staff know well which preferred method works best for the pupils. This could be through Makaton or the use of an AAC. The fact our pupils are supported at least at a 1:1 ratio, means that a good clear picture can be built through day to day assessment. We also swap around the staff working with the pupils so that these judgements are continually being discussed and moderated. A team approach to assessment is vital. We see the value in using the vast experience we have across our team.

Following a lesson, the staff team will complete a 'feedforward' document so that this can then be used to inform next steps for teaching and learning. It then supports end of term summative assessments. Below is an example:



Feed Forward Assessment
2023-2024

Class: Three

Area of Learning: Maths

Achieved Learning Intention completely independently	Achieved Learning Intention with some adult support	Needed full adult support	Couldn't access lesson today																																			
<table border="1"> <thead> <tr> <th>Name</th> <th colspan="4">Date and Learning Intention</th> </tr> <tr> <th></th> <th>4.9.23</th> <th>5.9.23</th> <th>6.9.23</th> <th>7.9.23</th> </tr> </thead> <tbody> <tr> <td>CT: To count five objects with 1:1 correspondence in order.</td> <td>CT: To count five objects with 1:1 correspondence in order.</td> <td>CT: To count five objects with 1:1 correspondence in order.</td> <td>CT: To count five objects with 1:1 correspondence in order.</td> <td></td> </tr> <tr> <td></td> <td></td> <td>Fig and Emma: CT: To count five objects with 1:1 correspondence in order.</td> <td></td> <td></td> </tr> <tr> <td>Class:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Fig:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Emma:</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Name	Date and Learning Intention					4.9.23	5.9.23	6.9.23	7.9.23	CT: To count five objects with 1:1 correspondence in order.	CT: To count five objects with 1:1 correspondence in order.	CT: To count five objects with 1:1 correspondence in order.	CT: To count five objects with 1:1 correspondence in order.				Fig and Emma: CT: To count five objects with 1:1 correspondence in order.			Class:					Fig:					Emma:				
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Notes to feed into planning: 5.9.23: Fig and Emma couldn't recognise the numeral card choice of ten. They needed the adult to tell them the numbers. Tomorrow: try a song using the cards first. 7.9.23: Incident with Emma, others need to adhere to playground.																																						

Daily work and evidence is then entered into a learning journey. Each pupil has a book for each of our core principles. Marking work with written comments isn't effective for our pupils, instead we record using the overall learning intention, followed by a key takeaway. These key takeaways are measurable outcomes for each lesson, to measure the broken down progress.

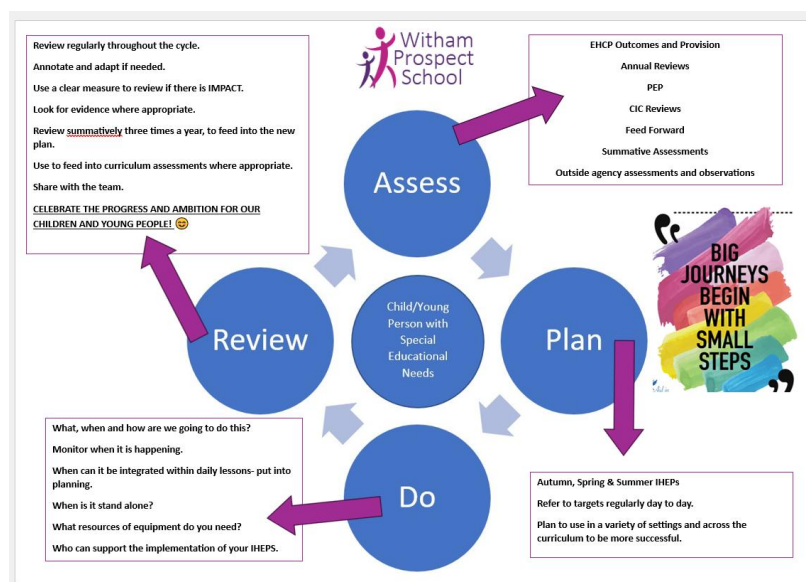
We also record 'wow moments' in learning journeys to celebrate key achievements in any of the core principles. These learning journeys can then be shared with parents and outside agencies throughout the year.

Summative Assessment

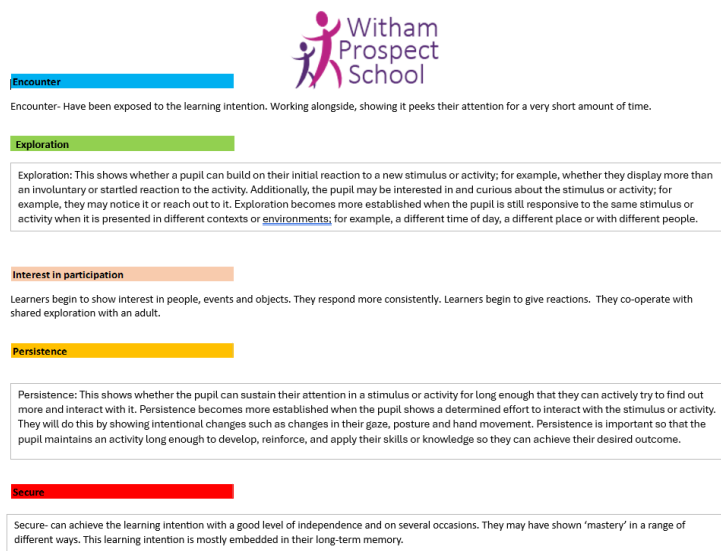
Our children and young people all have an EHCP, many also have a PEP. There are key summative points in the year, whereby these outcomes are evaluated and reviewed. For the EHCP, a robust annual review process is in place, led by our SENDCo. Those pupils in care of the local authority then have a PEP meeting three times a year, led by a Designated Teacher, who is the class teacher for that young person. During these assessments, the targets and outcomes we assess, and use are triangulated across therapy advice and academic assessments. We understand that our pupils could have an endless list of targets to work on, but we want to ensure the approach is consistent. We now even share these with the residential home, so that key workers have a target from education. Our young people and children's IHEPS are reviewed

termly and are always on the tables so that any person working with them, can see their main targets.

The document below is a useful visual to see how we assess and move the development and learning forward for our children and young people.



We then carry out termly assessments using the assessment descriptors below:



We assess the taught learning intentions against these descriptors to measure the progress of our pupils, term by term. Leaders analyse the data and create actions to support key areas for development across the curriculum.

As mentioned before, we value the expertise and input from the therapy team. We have regular assessments carried out, which forms a judgement of the progress our pupils are making. The

list below isn't exhaustive, but this demonstrates the importance of building a clear picture of the progress and outcomes we all strive for.

-Assistant Psychologist creates a termly behaviour newsletter which breaks down incidents and physical interventions, so that we measure the strategies we are using and adapt is necessary.

-Assistant Psychologist- carries out a BERRI assessment every three months. BERRI is a clinical evaluation tool for identifying, tracking and improving the outcomes of children with complex needs.

-Assistant Speech and Language Therapist, alongside our SALT- The CELF 4 Observation Scale is to showcase areas that our YP are improving in and highlight any areas that YP may require additional support with at school/residential.

The scale has been adapted to be more inclusive of our YP's communication styles and include additional information regarding their social skills within residential and school settings.

-Occupational Therapist- regular assessments as on site, for example a sensory assessment is often carried out.

In addition to these assessments, we are then offered training and support on how best we can support our pupils SEND needs.

Keeping our Parents and Carers in the Loop

Our staff team send a weekly newsletter to our parents, carers and social workers. They also send an annual school report, highlighting achievements and next steps.

Accreditation

We have high aspirations for our children and young people and although they will not sit statutory assessments, alongside their peers across the local authority, we as a school, plan for them to leave with a portfolio of achievements.