

Royal School Manchester Assessment Policy March 2021

Definition
<p>Assessment in Education - refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.</p> <p>Formative assessment - refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress.</p> <p>Summative assessment - methods of evaluation performed at the end of a unit of time, term, IEP period, year or key stage</p>
Purpose
<p>This policy reflects the values of the Seashell Trust as it aspires to become</p> <p><i>“A recognised Centre of Excellence, which provides high quality education, care and specialist services to individuals with complex learning and communication difficulties whose needs cannot be met in their local environment and which promotes their development, success and participation in the community.”</i></p>
Guiding Principles / Reasons for the Policy
<p>Intent</p> <p>Our aim at The Royal School Manchester is to support pupils with an individualised approach to learning that is based on engaging pupils in learning through motivation, personal interest and by using their strengths and preferences to develop their communication. Learners benefit from a broad and balanced curriculum using a sensory approach, aimed at developing communication, physical development, independence, social skills and life skills. The curriculum we provide is ambitious for young people so that they can progress and reach positive destinations in adult life.</p> <p>This individualised curriculum is guided by ongoing student assessment completed by a multi-disciplinary team (MDT). This ensures that the student’s strengths and needs are the basis of their individual curriculum. To provide a holistic view of the student, a collection of assessment tools are used throughout the year and at specific times throughout the year / key stage.</p> <p>Assessment information aims to demonstrate the progress towards EHCP outcomes and identify areas that need to feature as a priority when planning future learning detailed on the individual programmes of study and IEP.</p>
Policy
<p>Implementation</p> <p>Both formative and summative elements of assessment are used to generate a clear view of student’s ability and areas for development.</p> <p>Students work on person centred curriculums, which are tailored to their needs and around their areas of motivation. For assessment purposes those who would have been working between P4 and P8 (using previous P level assessment) would be considered subject specific learners and those working below P4, in literacy and maths, as those who are working on non-subject specific learning. This will directly influence which assessment tool will be used to record progress. Those identified as subject specific learners being assessed using the interim standards at the end of Key Stage 1 and Key Stage 2 and the engagement profile for those non-subject specific learner. This has also been identified as an appropriate tool for some students to identify how they engage and what improved</p>

Royal School Manchester Assessment Policy March 2021

engagement would look like. This is a requirement for those who would have been working on P1-4 (using previous P level assessment) who are in KS1 and KS2. This is not to say though that it can only be used with students of this age or ability.

In addition to this, an appropriate assessment tool will be used to assess students, selected with their primary need as a focus, using the AET framework for those with autism as a primary need, the MSI Victoria curriculum for multi-sensory impaired learners or the IMPACTS assessment designed for PMLD learners. These are to be completed at the end of the school year as a summative assessment and also inform baseline. Summary of progress towards outcomes also assessed in annual review reports.

Baselines are completed on entry and in preparation for entering a new key stage. This comprises of an assessment term, in which a multi-disciplinary team complete a variety of relevant assessments and collect evidence of progress towards the outcomes suggested at assessment. At the end of the assessment term a baseline meeting is held, in which the team consider the assessment information, evidence and confirm ten long and ten medium term goals. These ten targets form the student's Individual Education Programme (IEP). Information to support these meetings are taken from the student's 'important to me' bags, parents, the therapy team and staff from both residence and education settings. Assessment tools include AET, MSI or IMPACTS assessments, independent travel plans, life skills ladder and other therapy specific assessments. The goals decided, link to the outcomes stated on the student's EHCP and their destination and aspiration statements and form the basis of the student's timetable and individual curriculum. Projected additional learning and the development of knowledge across the curriculum is detailed on the student's individual programme of study.

Individual programmes of study (POS), which are differentiated at each key stage, are used to reflect on previous learning and focus future learning across different areas of the curriculum. At three points through the academic year teachers will RAGG rate the POS, deciding whether or not the student is on track to meet the projected learning at the end of the year. This will inform teachers and curriculum leads as to the areas that should be celebrated and the areas that need more focus and generally how the students are progressing through their curriculum.

Teachers co-ordinate ongoing, formative assessment of progress towards the medium term goals (MTGs) in school and residence. Visual and written evidence is collected through Earwig, a platform which will be used by school to capture progress across sessions. This progress informs future planning and delivery of sessions and demonstrates the learning journey taken to master a skill.

Throughout each 6 month assessment term, key records are created to provide a baseline, mid-point review and final review of the student's progress towards each of their IEP targets. Earwig evidence collected through the assessment period focuses on progress and next steps and inform the writing of key records. Key records are created using Earwig and then are used to produce an IEP report. This report is shared with parents at the end of each 6 month assessment period.

MTGs are evaluated and updated every 6 months by an MDT and the evaluations are analysed with the aim to identify curriculum areas, key groups, teachers or individual students who need additional support. Likewise curriculum areas, key groups, teachers or individual students who are achieving particularly well can be identified to promote good practice and achievement across the school. As the medium term goals are evaluated the MDT also consider the relevance of the Long Term goals, which can also be mended at these points, provided they meet the following criteria:

- Clear reasoning is given for the change in discussion with line manager
- There has been an MDT to agree therapy goal changes

Royal School Manchester Assessment Policy March 2021

- The student is not in their final year of their key stage – changing goals at this point cannot be done
- The student is not in their final year at RSM – changing goals at this point cannot be done

Formative assessments are moderated internally, regularly throughout the year by the teaching team during curriculum meetings and through WRAP (weekly reporting against progress) meetings with curriculum lead teachers. The way in which progress towards medium term targets is evidenced is also moderated internally by the teaching team.

In accordance with GDPR student assessment information is kept on file until the student is 26 years old. Documents use first names only where possible.

Impact

Assessment information supports the writing of the school development plan and allows the school to continually review the relevance of provision.

Information from the formative assessments is used to directly inform the student's individual curriculum and influence future learning opportunities for individual student's and should contribute to the evaluation of medium term and long term goals.

Summative assessment information is collected and used to generate an overview of the student's progress over the year. This information, along with their attendance, health information, riding the wave, progress in active support and information about behaviour, generate their individual progress tracker. Teachers then are able to use this overview to tailor the curriculum for the following year, detailed on their individual programme of study. This aims to provide students with an individual curriculum which is engaging and captures their interests but also takes into consideration their strengths and learning and sensory needs.

With appropriate assessment, a relevant curriculum and suitable strategies, students should make progress towards their destination statements and EHCP outcomes, with the aim to support them into adulthood with skills that they are able to use in all settings.

Risk Assessment

Failure to adhere to this policy will result in students not receiving their entitlement.

Equality and Diversity

Seashell Trust has an Equality and Diversity Policy and a Single Equity Scheme. We believe that students have the right to be treated with dignity and respect. They are all different: we recognise and value their differences.

Our students present us with a wide range of challenges. We believe, however, they are all have the right to the highest standards of education and care. We strive to promote their best interests and right; and we respect the cultural and religious beliefs of our students and their families.

Responsibilities

It is the responsibility of the Chief Executive to:

- Ensure that the policy is followed throughout Seashell Trust

It is the responsibility of all members of staff to:

- Familiarise themselves with this policy.
- Implement and adhere to this policy.

Monitoring and Evaluation

Royal School Manchester Assessment Policy
March 2021

The policy will be reviewed regularly by staff and the reviewing process enables staff to have a shared understanding of the key issues and approaches for our students.
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Related Documents

Curriculum Policy, GDPR policy, Acceptable Use Policy, Employee handbook
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