



Woodside Academy Assessment, Recording and Reporting Policy

Date Policy approved and adopted:	June 2022
Date Due for review:	

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This policy starts with describing the context, vision, values and aims. This underpins the fundamental need for assessment methods to meet the needs of the learners at Woodside. It then describes the different forms of assessment that we use at different age milestones and for different subjects.

This policy aims to demonstrate how assessment takes place, show alignments with new national expectations as well as providing transparency and expectations for staff. Our ambitions for our learners are aspirational, whatever their start points.

At Woodside Academy we are committed to ensuring that every learner has equal rights and opportunities to access their entitled education and to reach their full potential, whilst having their specific needs met.

We want to ensure that all our young people have purposeful and enjoyable experiences at Woodside, whilst preparing them for meaningful adult living. This is achieved by ensuring that all learners have access to a broad, balanced, motivating, relevant curriculum with clear outcomes.

Assessment will always consider the learner's school placement and will follow the best principals of the Rochford Review Report and consider Personal Learning Plans (PLPs) when supporting the four areas of need outlined in the SEND code of practice:

Cognition and learning

Communication and interaction

Social, emotional and mental health

Sensory and/or physical

Context

Woodside Academy is a special school for learners aged from 4 to 18. We have 200 learners across the age range. At Woodside Academy, we support learners with Autism (ASD) and Moderate Learning Difficulties.

Introduction

The purpose of this policy is to provide a comprehensive document to share with staff, governors, other professionals, families and other interested stakeholders. The policy incorporates the vision, values and aims for assessment when using a holistic, sequential and cohesive curriculum.

The National Curriculum and Woodside holistic curriculum provide a broad and balanced approach that identifies and meets the variety of needs of our learners. The curriculum, alongside specialist teaching approaches ensure consistency throughout the school, whilst recognising developmental and age-related aspects to learning.

Rationale

This policy statement outlines the purpose, nature and management of assessment, recording and reporting at Woodside Academy. The implementation of this policy is the responsibility of all teaching staff and should be overseen and monitored by the Senior and Middle leadership team.

Rationale for new assessment systems

'The commission encourages schools to make the most of the freedom to develop their own approaches to assessment and explore new methods of recording assessment information' (*Final report of the commission on assessment without levels*).

In October 2017, The Rochford Review of statutory assessment for pupils working below national standardised testing set about listing a number of different recommendations. These recommendations were to ensure that pupils working below these levels can demonstrate attainment and progression within schools. In September 2017, the Government responded to the Rochford Review, the main change being the removal of P-levels by 2018-2019 academic year. The Engagement Model (equivalent to P1 to P4 learners) as well as the Pre-Key Stage Standards for both KS1 and KS2 (equivalent to P5 to P8 learners), was introduced and has been implemented by Woodside Academy for the relevant learners.

For EYFS to Key Stage 3 learners working at P Levels, we follow an assessment route, Explorer Line, to record progress in a range of subjects, similar to the EYFS framework.

For EYFS to Key Stage 3 learners working at National Curriculum level, we follow an assessment route, Discovery Line, to record progress in reading, writing, speaking, listening, number, SSM (shape, space & measures) and U&A (using and applying).

Where possible, learners are placed in classes with others who are working within the same academic assessment framework so that teachers are only using once assessment system and workload is manageable.

Aims

The aim of this policy is to enhance learning, performance and personal development by:

- Information is gathered to ensure effective teaching and learning, and to support the attainment of individual learners.
- A baseline is completed for all new learners against which to measure attainment and progress in all areas.
- Supporting the identification of barriers to learning and the development of strategies to overcome these.
- Work is matched to the individual needs of all learners.
- Consistency across the school of accurate and reliable assessment using a range of evidence and strategies.
- To make reliable judgements about how learners are doing, comparing current individual levels of attainment and progress with prior attainment as well as to national benchmark data (CASPA) and through external moderation with other special schools.
- High quality formative and summative assessment ensure learners can make good or better progress over time.
- Class teams set and focus on the learner's targets and how they can support them to make progress.
- Class teams capture the fullest possible information on every learner including Academic, Behavioural, Medical, Social Motivators, Skills & Strengths, and Areas of Need.
- Learners are informed about their progress in ways that are meaningful to them and, where appropriate, how they can improve.
- Parents are regularly informed about their child's progress.

Assessment at Woodside

Assessment is an ongoing daily activity at Woodside.

New learners will be baselined on arrival using any previous data we obtain, alongside either Explorer Line, Discovery Line, or qualification criteria.

Aspirational attainment targets are set at the beginning of each academic year prior to the October half term break, and shared with relevant stakeholders, for all learners using either Explorer Line/ Discovery Line or qualification criteria.

Progress for all learners (EYFS to Key Stage 3) is documented through percentage progress within each aspect.

Our assessment approach captures the following progress of all learners in these three fundamental areas:
SEND

Personal Development

Academic

We use the following assessment systems to capture progress within SEND, Personal Development and Academic:

Area of assessment	Assessment System	Relevant Year Group	Relevant Key Stage
SEND	Provision Map	Reception to Year 13	EYFS, KS1, KS2, KS3 and 14-19
SEND	EHCPs and Annual Reviews	Reception to Year 13	EYFS, KS1, KS2, KS3 and 14-19
SEND	Personalised Learning Plans (PLPs)	Reception to Year 13	EYFS, KS1, KS2, KS3 and 14-19
Personal Development	CPOMS incident and achievement logs	Reception to Year 13	EYFS, KS1, KS2, KS3 and 14-19
Personal Development	RSHE progress tracking template	Reception to Year 13	EYFS, KS1, KS2, KS3 and 14-19
Personal Development	Personalised Learning Plans (PLPs)	Reception to Year 13	EYFS, KS1, KS2, KS3 and 14-19
Personal Development	Positive Support and Wellbeing Plans (PSWs)	Reception to Year 13	EYFS, KS1, KS2, KS3 and 14-19
Academic	Explorer Line baseline (first 6 weeks)	Reception to Year 9	EYFS, KS1, KS2, KS3
Academic	Explorer Line baseline (termly data drops)	Reception to Year 9	EYFS, KS1, KS2, KS3
Academic	Discovery Line baseline (first 6 weeks)	Reception to Year 9 Reception to Year 9	EYFS, KS1, KS2, KS3
Academic	Discovery Line baseline (termly data drops)	Reception to Year 9	EYFS, KS1, KS2, KS3
Academic	Personalised Learning Plans (PLPs)	Reception to Year 13	EYFS, KS1, KS2, KS3 and 14-19
Academic	Woodside Academy Explorer Line tracker	Reception to Year 9	EYFS, KS1, KS2, KS3
Academic	Woodside Academy Discovery Line tracker	Reception to Year 9	EYFS, KS1, KS2, KS3

Academic	Evidence for Learning	Reception, Year 1, Year 2, 2 KS2 and 1 KS3 classes	KS1, KS2 and KS3
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Personalised Learning Plans (PLPs) and Positive Support and Wellbeing Plans (PSWs)

PLPs are written and reviewed termly for all learners and shared with parents/carers during termly Progress Review day meetings.

PLPs focus on the EHCP outcomes, then the short-term targets, which form part of the annual review process, and finally relevant termly targets are set.

The accuracy and use of PSWs enables the learners to be able to fully access the offer at Woodside, which in turn impacts progress. The PSWs are a live document and constantly under review.

Cycle of Assessment, Recording and Reporting

Within Woodside academy there exists a framework, which supports the educational cycle of assessment recording and reporting. This framework is reviewed regularly to ensure all aspects are being addressed equally and to ensure teacher workload remains appropriate and proportionate.

Term 1	Term 2	Term 3	Term 4 *	Term 5 *	Term 6
Baseline for all learners – Explorer or Discover Line	Progress Review Day – including sharing of PLPs & PSWs *	Pupil Progress Meetings	PLPs & PSWs reviewed & new PLP targets written	Pupil Progress Meetings	End of Year Report Writing
PLPs and PSWs reviewed and new PLP targets written	Autumn end Explorer or Discover Line data drop	RSHE individual tracker	Spring end Explorer or Discover Line data drop	RSHE individual tracker	Summer end Explorer or Discover Line data drop
RSHE individual tracker	RSHE individual tracker	Moderation/Internal verification	RSHE individual tracker	Moderation/Internal verification	PLPs & PSWs reviewed
Moderation of baseline	Moderation/Internal verification		Moderation/Internal verification		RSHE individual tracker
					Moderation/Internal verification

Data is analysed to provide information about learner's performance and make recommendations for interventions or support.

Termly pupil progress meetings take place following a data drop where learner progress is discussed focusing on their SEND, Personal Development and Academic progress.

*Termly progress review days are introduced from 2022-2023

Statutory Assessments

During our learners' journey through Woodside academy, they may undertake some statutory assessments, wherever possible and appropriate and according to their ability.

Assessment System	Relevant Year Group	Relevant Key Stage
Reception Baseline Assessment (RBA)	Reception	EYFS
Early Years Foundation Stage Profile (EYFSP)	Reception	EYFS
Phonics Screening Check (PSC)	Year 1 and Year 2	KS1
Key Stage 1 Teacher Assessment & Pre-Key Stage Standards	Year 2	KS1
The Engagement Model (p1 to P4 equivalent)	Year 2 and Year 6	KS1
Multiplication Tables Check (MTC)	Year 4	KS2
Key Stage 2 Teacher Assessment & Pre-Key Stage Standards	Year 6	KS2

Accreditation and Awards

In 14 – 18, our learners focus on preparing for adulthood and work towards relevant accreditation and awards.

Qualification	Relevant Year Group
Duke of Edinburgh	Year 9 to Year 13
BTEC – EL3, L1 (award, certificate, extended certificate or diploma)	Year 10 and Year 11
English – EL1 to L1	Year 10 and Year 11
Maths – EL1 to L1	Year 10 and Year 11
Science – ASDAN or EL2 and EL3 (award or certificate)	Year 10 and Year 11
RSHE (ASDAN)	Year 10 to Year 13
Life & Living Skills – EL1 to EL3	Year 12 and Year 13