



Woodside Academy Assessment, Recording and Reporting Policy

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This policy starts by 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.

This policy aims to demonstrate how assessment takes place, show alignments with new national expectations as well as providing transparency and expectations for staff. We are ambitious of all of our learners all of the time, 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 children and 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 up to 208 learners across the age range. At Woodside Academy, we support learners with Autism (ASD), Moderate Learning Difficulties and a range of other additional needs.

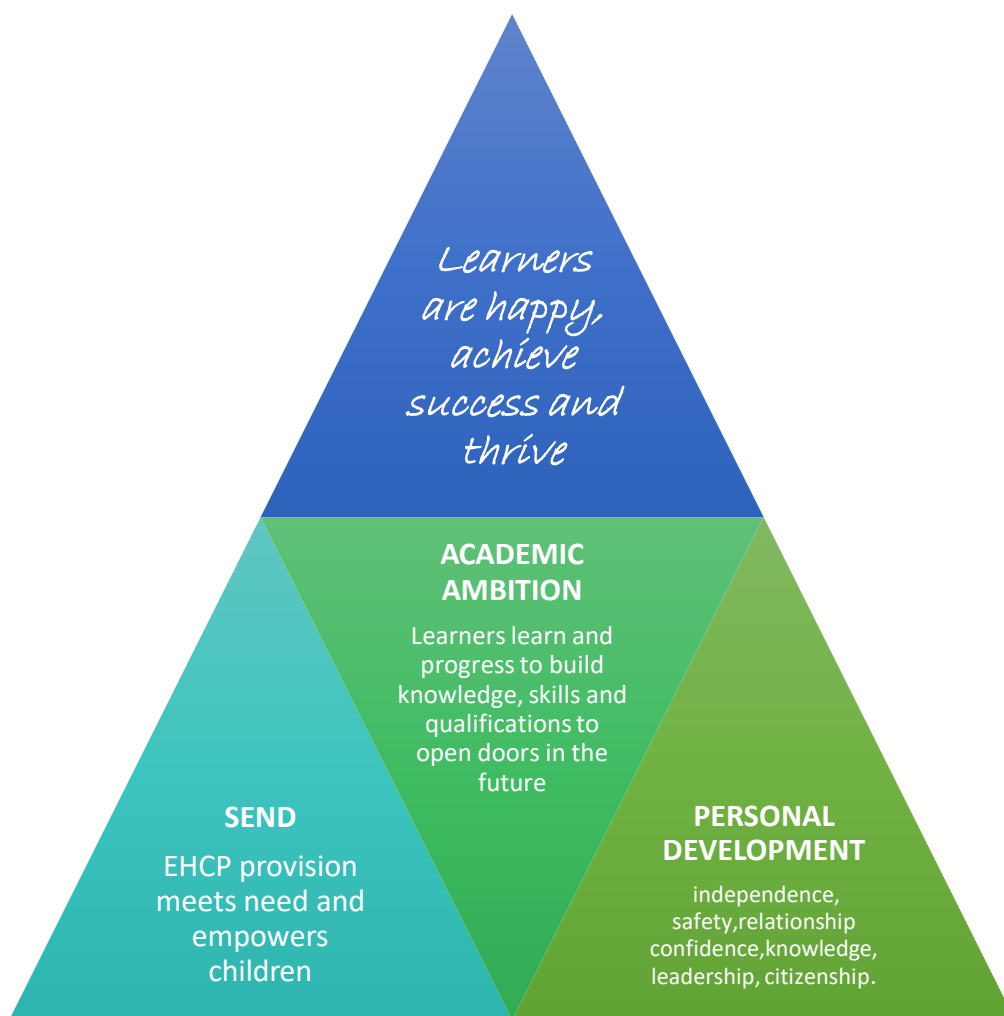
Introduction

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 sequential and cohesive curriculum.

Woodside's bespoke curriculum, based on the National Curriculum provides a broad, balanced and progressive 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. The curriculum sequentially builds on knowledge, understanding and skills from individual start points as children progress through the school.

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 is 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, implementing The Engagement Model and the Pre-Key Stage Standards for both KS1 and KS2.

For EYFS to Key Stage 3 learners working at Engagement Model and Pre-Key Stage Standards, we follow an assessment route, Discovery 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, Explorer 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.

Aims

This policy describes how we ensure that:

- Information is gathered to ensure effective teaching and learning, and to support the attainment of individual learners.
- A baseline in all subjects is completed for all new learners against which to measure attainment and progress.
- Barriers to learning are identified alongside appropriate strategies to overcome these.
- Work is matched to the individual needs of all learners.
- A range of evidence and strategies are used to inform accurate and reliable assessments.
- Learners can make good or better progress over time through high quality formative and summative assessment
- 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 during Progress Review Day meetings and End of Year Reports.

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 Discovery Line, Explorer 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 Discovery Line/ Explorer Line or qualification criteria.

Progress for all learners (EYFS to Key Stage 3) is documented through percentage progress within each subject. 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	EHCPs and Annual Reviews	Reception to Year 13	EYFS, KS1, KS2, KS3 and 14-18
SEND	Personalised Learning Plans (PLPs)	Reception to Year 13	EYFS, KS1, KS2, KS3 and 14-18
Personal Development	CPOMS incident and achievement logs	Reception to Year 13	EYFS, KS1, KS2, KS3 and 14-18
Personal Development	RSHE progress tracker	Reception to Year 13	EYFS, KS1, KS2, KS3 and 14-18
Personal Development	Personalised Learning Plans (PLPs)	Reception to Year 13	EYFS, KS1, KS2, KS3 and 14-18
Personal Development	Wellbeing Plans	Reception to Year 13	EYFS, KS1, KS2, KS3 and 14-18
Academic	Discovery Line (first 6 weeks & termly data drops)	Reception to Year 9	EYFS, KS1, KS2, KS3

Academic	Explorer Line (first 6 weeks & termly data drops)	Reception to Year 9 Reception to Year 9	EYFS, KS1, KS2, KS3
Academic	Personalised Learning Plans (PLPs)	Reception to Year 13	EYFS, KS1, KS2, KS3 and 14-18
Academic	Phonics progress tracking	Reception to Year 13	EYFS, KS1, KS2, KS3 and 14-18
Academic	Evidence for Learning	Reception, Year 1, Year 2	EYFS, KS1

Personalised Learning Plans (PLPs) and Wellbeing Plans

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 inform termly target setting.

Wellbeing plans are a live document and are constantly under review. They ensure that all staff are aware of the essential strategies and approaches to wellbeing and learning for each child.

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

Assessment, Recording and Reporting Cycle

The assessment, recording and reporting cycle is reviewed annually to meet requirements and to ensure teacher workload remains appropriate and proportionate.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Discovery/Explorer Baseline						
PLP review and target						
Wellbeing plans working doc						
RSHE live tracker						
Phonics						
Progress Review Day						
Data drop						
Pupil Progress Meetings						
14-19 Internal moderation of accreditation						
End of Year Report						

Data is analysed to provide information about learner performance and make recommendations for interventions or support. Quality assurance takes place through a range of internal and external mechanisms including through LSEAT and in partnership with other special schools.

Statutory Assessments

According to ability some learners may undertake some statutory assessments. Results are published by the Department for Education.

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
The Engagement Model	Year 2 and Year 6	KS1, KS2

Key Stage 1 Teacher Assessment & Pre-Key Stage Standards	Year 2	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 awards and accreditation.

Qualification	Relevant Year Group
Duke of Edinburgh's Award	Y9-13
Vocational Qualification – EL1 – L1 (introductory award, introductory certificate, award, certificate)	Y10 -11 From Sept 2023 Y10-13
English – EL1 to L1	Y10-13
Maths – EL1 to L1	Y10-13
Science – ASDAN or EL2 to EL3 (award or certificate)	Y10 -11
Digital Skills – EL1 to EL3 award	Y10-13
RSHE (ASDAN)	Y12-13
Life & Living Skills – EL1 to EL3 (until July 2023)	Y12-13

Linked policies and related documents: Curriculum Policy, Reading Policy, Maths Calculation Policy, Detailed Curriculum overviews by phase, RSHE Policy, SEN Information report, Careers Policy