

Inspire - Enable - Achieve



Booker Park Assessment Policy

Revised September 2018

This policy was adopted on

September 2018

The policy is to be reviewed by

September 2019

Assessment, Recording and Reporting Policy Booker Park School

At Booker Park the curriculum take a holistic approach to developing independent learners. It is wider than academic skills, and includes communication skills, emotional regulation, behaviour, health and other skills.

Assessment is carried out across the whole day at Booker Park School and is carried out on a pupil by pupil basis. It is an essential part of the role of the whole staff team as it informs all the teaching, learning and interactions that are carried out over the school day.

Assessment enables teachers to know about each student's skills, knowledge and understanding to be able to help identify next steps to help them to progress. It also allows teachers to adapt the curriculum accordingly. It allows for the identification of gaps in learning, so timely intervention can be put into place.

Assessment for Learning

Assessment for learning takes place in both during and after lessons to evaluate the progress the pupil made within the session and to inform future planning. Within lessons it is used to provide additional challenge, or to provide additional scaffolding in order to extend or support learning. Marking, feedback and observations are used to support this process.

Summative Assessment

Summative assessment is carried out on an annual basis, where judgements are made on the progress that pupils have made over the course of the year, based on their targets.

- Expected progress is judged to have been made if children have reached their annual target.
- If they have exceeded their target then the judgement is that they have made more than expected progress,
- If they target has not been met, then progress is judged to be less than expected.

Progress towards end of year targets is monitored by both teachers, and Heads of Department/Head of Assessment. As part of this monitoring process, patterns or concerns may be raised, which may include the identification of pupils who are at risk of not meeting their target, patterns of groups of pupils not reaching their targets, or, pupils who have already met their targets, at which point the target will be adjusted.

Pupil progress meetings are held at least twice a year, where teachers and Heads of Department meet together to discuss the progress of the pupils in their class. Actions will be agreed where there are pupils whose progress is of concern, in order to provide a timely intervention. These actions may include additional support for pupils and/or targeted CPD/support for teachers.

End of Key Stage assessment data is provided to the DfE, which is used to provide national comparative data for Governors, OFSTED, the Local Authority and parents.

Summative data is shared with teachers, the Senior Leadership Team and Governors.

Recording

Pupil progress is recorded by teachers using online software SOLAR – this allows teachers to record progress the pupils are making towards their target. Teachers also add evidence of the progress pupils are making.

The 'Booker Park Steps' (BP Steps) are used on SOLAR – pupils move up the steps as they make progress. Each step consists of series of statements against which teachers make judgements about whether a skill is emerging, developing or secure. The Booker Park Steps track progress from the very early stages of development to those pupils who are working at age expectation.

Progress flightpaths have been established which determine the expectation of progress, based on their starting point, and therefore sets a target for progress over a term, the year, and the key stage.

Some pupils are also assessed using STAR Reading, STAR Maths or STAR Early Literacy. This is an online based assessment tool which gives a reading age of pupils or a descriptor of their reading skill, and the level they have achieved in maths. This assessment is used because some children, particularly our most able children, find computer-based work less threatening than adult directed tasks, and may accept challenge more willingly.

Where STAR assessments are used, this is triangulated with SOLAR data to make the overall judgement on pupil progress.

Progress in communication and emotional regulation (SCERTS) is currently kept on an individual basis.

See:

Appendix 1 – SOLAR use policy

Appendix 2 – Progress flightpaths

Appendix 3 – Booker Park Steps/Age expectation equivalencies

Reporting

Progress is discussed regularly at SLT meetings to identify CPD needs and as part of the monitoring of teaching and learning.

Progress is reported to parents on an annual basis using the annual review report, which includes information about progress in communication and interaction, cognition and learning, sensory and physical skills, independence and social and emotional skills.

At the start of the school year, teachers are provided with progress data for both their previous year's class in order to reflect on their teaching, and the progress so far of their new class, so they are able to identify which children there may be concerns for.

Summative data is shared with Governors on an annual basis.

KS2 data is displayed on our website as per statutory requirements.

Appendix 1: Solar Use Policy

SOLAR Use Policy

The policy below was written in consultation with teachers in March 2018.

SOLAR should be reviewed and updated where appropriately by the **end of each half term**.

A skill can be described as '**emerging**' when:

- "With frequent verbal and/or physical prompting, the child succeeds at this skill in a highly familiar and structured context"

A skill can be described as '**developing**' when:

- "With an initial verbal or physical prompt, the child succeeds at this skill in a familiar context"

A skill can be described as '**secure**' when:

- "The child independently knows when to use the skill, and uses it successfully and independently across a range of contexts"

Evidence uploading:

A piece of evidence should be uploaded for **each secure star and for emerging, developing and secure stars when the statement is a KPI**. The evidence needs to be annotated.

This policy will be reviewed December 2018.

Golden Rules (for evidence)

Indicate independence level

Provide a context

Indicate engagement level

Indicate how many times they've done the activity/skill

If a level statement is open to personal interpretation, then in your write up, get across what your interpretation is

Make sure your evidence matches the statement

Appendix 2 – Progress Flightpaths

Booker Park Progress Flight Paths

Reading & Writing:

Baseline at the start of KS1	End of Key Stage 1 result should be:	Baseline at the start of KS2	End of Key Stage 2 result should be:
BP3ii	BP4	BP3ii	BP4
BP4	BP5	BP4	BP6
BP5	BP7	BP5	BP7
BP6	BP8	BP6	BP9
BP7	BP9	BP7	BP9
BP8	BP9	BP8	BP10
BP9	BP10	BP9	BP11
BP10	BP11	BP10	BP13
		BP11	BP15

Number, Geometry and Measure, Using and Applying

Baseline at the start of KS1	End of Key Stage 1 result should be:	Baseline at the start of KS2	End of Key Stage 2 result should be:
BP3ii	BP4	BP3ii	BP5
BP4	BP5	BP4	BP6
BP5	BP7	BP5	BP8
BP6	BP8	BP6	BP9
BP7	BP9	BP7	BP9
BP8	BP10	BP8	BP10
BP9	BP11	BP9	BP11
BP10	BP12	BP10	BP12
		BP11	BP15

Lower PMLD

Targets will be set manually based on the pupils starting point.

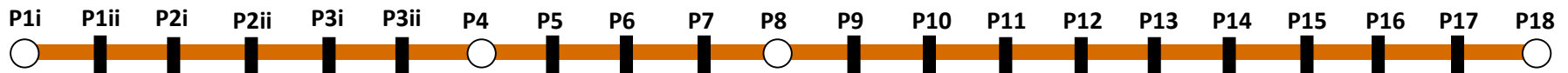
As soon as a child completes BP3ii, teachers fill in the separate subjects.



Appendix 3 – BP steps/age equivalencies



Assessment Equivalencies



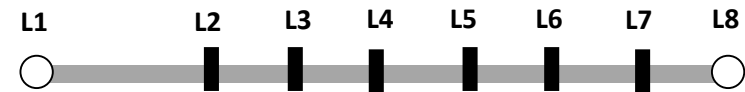
Booker Park Steps



New National Curriculum Year Expectations



Early Year Foundation Stage



Previous National Curriculum Levels