



The
Rise
Partnership
Trust
Love • Learn • Laugh

Assessment Policy

Approved	September 2022
Review date	September 2023

The Rise Partnership Trust Schools subscribe to the Brent/Harrow Special Schools' Group Statement of Assessment Principles:

The core purpose of assessment in our schools is to support and plan for the holistic development of pupils in our care. Our curriculum models were developed to meet the specific needs of our pupils, whilst ensuring that they have access to the national curriculum as an entitlement where possible.

To achieve excellence in assessment, we subscribe to the following principles;

- Assessment will be objective and based on clear criteria relating to what pupils know, understand and the skills they are developing.
- These criteria will reflect clear definitions of what constitutes expected and exceptional progress linked to our own Brent Assessment Route I Can System.
- All RPT pupils are baselined on the BARICS assessment system (Brent Assessment Route I Can System) within 6 weeks of joining a RPT setting.
- Baseline assessments are supported by members of the Multi Agency Support Team (MAST)
- Pupils in EYFS are also baselined using Reception baseline assessment (Statutory)
- Termly pupil progress meetings ensure
 - all pupils are making good progress towards their predicted targets
 - Identifying/organising new interventions for individuals or groups
 - Team agree changes to teaching practice if needed
 - Organising/identifying CPD training needed
- Transparency with parents / carers as integral part of our open, honest relationship with parent/carers ensures that parents and teachers have the common goal of providing the best educational experience for children.

Principles of RPT Assessment

- Assessment will address holistic development and change, including self-regulation of behaviour as well as growth within subject specific areas. It will recognise that groups of pupils have different trajectories in development, according to their needs.
- Assessment will provide a secure baseline from which to measure and track small steps of progress of individual pupils, groups and identify trends.
- Assessment will lead to appropriate accreditation for our older pupils and enable them to develop skills to go into the wider community and prepare for the next phase of learning and training.
- Assessment will be informed by the voice of the parents, carers and the pupils, who are key participants in planning for holistic outcomes. We seek to find every opportunity to involve the pupil in tracking and assessing their own progress and

increase their motivation to achieve. Communication with parents and carers about the holistic progress of their child is at the heart of our work.

- We welcome the principles embodied in the new Education, Health & Care plans of linking short-step targets to longer term planned outcomes. We also welcome the opportunity for multi-agency and therapeutic inputs as part of our target-setting and assessment practice.
- Reflection is a fundamental part of our assessment practice. Assessment will enable us to follow the progress of each pupil closely, and to judge what interventions, resources, adaptations or modifications are required in the teaching and learning experienced for that pupil.
- Ongoing analysis of pupils' progress through our assessment practice will be a key driver in informing and improving our teaching and learning practice.
- Internal moderation and between our partnership schools is an essential tool to ensure rigor of assessment and continuous growth and challenge in our assessment practice. It provides us with consistency within the Trust and a means of comparison with other like schools how we compare with national expectations.

RPT schools cater for a wide range of pupils in terms of needs, ability and learning styles, and assessments, tracking of progress and attainment reflect this diversity.

Assessment is a powerful tool in understanding individual pupil needs and thereby how to focus on teaching and learning, interventions to effectively improve performance and raises standards.

Assessment is a continuous process and, although a key responsibility of the teacher, assessment is carried out by all professionals, e.g. learning support/teaching assistants, Verbal Behaviour Tutors, speech and language, occupational therapists, behaviour team, Home liaison team, Subject tutors, Swimming team etc. within our RPT schools.

Most formative day-to-day assessments are based on frequent and informal tasks, observations and questions, which prompt pupils to demonstrate their knowledge, understanding and skills. What pupils communicate or do is interpreted and judgments are made about how learning can be improved.

The purpose of assessment

Assessment is used to monitor pupils' progress as well as being integral to teaching and learning, planning and the setting of targets.

It is not an end in itself, but used to help staff to focus on a selection of short-term appropriate learning intentions and to take into account the development of long term dispositions of pupils.

Assessment informs all levels of planning for individuals and groups.

Teachers ensure that assessments carried inform of progress made against EHC plan outcomes, current Personal Intervention Plan targets and this in turn directly influence the setting of new targets, planning, interventions and therapy programmes.

Assessment for learning

Assessment for learning is the process of seeking and interpreting evidence to decide where pupils are in their learning, where they need to go and how best to get them there, taking into account previous evidence, i.e. rate of progress, learning styles and interventions needed.

It gives a detailed picture of the pupil, identifies strengths as well as difficulties and ensures the appropriateness of programmes, resources, placement etc.

Assessments should be useful, not take up too much time, add to teachers' knowledge, and be of direct benefit to the learning process and pupil progress

Statutory obligations

- Foundation Stage Baseline – Reception aged pupils
- Foundation Stage Profiles – Reception aged pupils
- Pre Key stage standards KS1 (1 to 4)
- Pre Key stage standards KS2 (1 to 6)
- Engagement KS1 & KS2

Standard testing administered to pupils working securely at

- KS1 National Standards
- KS2 National Standards
- KS3 Teacher Assessment against National standards
- KS4 ASDAN accreditation

- End of each Key Stage, teacher assessment (TA) the three core subjects of English, Maths and Science submitted to STA or Local Authority.

Annual Review of EHCP

All tests are administered in accordance with the instructions from DfE and results recorded and dispatched as instructed.

Entitlement

In addition to the statutory requirements, the following teacher assessments will also be carried out.

Assessment and analysis of subjects against BARIC statements,

Pre- Key Stage standards or National Curriculum where appropriate.

- Summative Assessment reports on EHCP progress for termly reporting to trustees.
- On-going Formative assessment for planning and target setting
- On-going assessment of PIPs targets (to be fully reviewed every Term).
- Communication and language skills (S&L as appropriate)
- Significant change in behaviour (Behaviour team as appropriate)
- Functional analysis of behaviour (Behaviour team as appropriate) Sensory development and physical development (OT as appropriate)
- VBMAPP (Verbal Behaviour Assessment) is used in addition to BARICS

What is assessed?

Knowledge and understanding

Factual information, concepts, names, labels, ideas, theories.

Skills

Mental and physical dexterity, physical responses, techniques, specific competence in particular fields, interpersonal skills, the ability to link knowledge and understanding and apply these in different contexts.

Attitudes and values

Readiness to learn and engagement, behaviour, beliefs, subject knowledge, people and society

Behaviour

Social relationships, personal characteristics, competence at carrying out tasks, independence and motivation.

Assessment techniques

Many options for assessment are available and can be used in combination.

Class team/MAST judgement backed up by evidence is as important as formal testing, and is on-going throughout the year and used to inform planning and teaching.

RPT schools use the following techniques:

- Observation
- Marking of pupils' work
- Formal Assessments
- Questioning
- Discussion with, and reports from parents and other professionals involved
- Evaluations on planning
- Evaluations on PIPs target tracker
- Children's comments
- Other professionals working with pupils' reports

- Visual evidence including video and photographs

Pupils' involvement in assessment

All lessons provide opportunities for teacher/staff assessment and target setting and where possible pupils are involved in the assessment of their own work and progress.

It may be more appropriate for pupils to be given feedback during a lesson rather than have a plenary session at the end of each lesson.

- *When teachers share learning intentions and state clearly what they want pupils to learn and why, the lesson is given purpose and direction.*

Lessons should where appropriate start with the learning intention shared with the class/individual pupil.

- *Pupils and staff supporting know not only what they are to do but also why they are doing it and what they will learn from the activity.*

Process

All pupils are encouraged to be involved in their own assessment wherever possible by means of photographs, shared learning objectives, targets, using appropriate spoken language or another form of communication which supports pupils understanding and/or ability to be understood 'good work folders', E4L, circle time, comments on Annual Reviews.

A pupil has achieved a particular level (B level or NC skill) when the teacher is confident that a pupil is able to complete this task at least 3 times independently or with level of support identified in the PIP target over a period of time (Usually a half term)

Brent Assessment Route I Can System

We developed a highly accurate and developmental assessment system. Brent Assessment Route I Can System (BARICS).

We use this system to assess all our pupils.

B1 to B4 - KS1 or KS2 pupils engaged in pre subject specific learning

≥B5 – KS1 pupils working at Pre key stage standards 1 to 4 and engaged in differentiated subject specific learning.

≥B5 – KS2 pupils working at Pre key stage standards 1 to 6 and engaged in differentiated subject specific learning.

- B1,B2,B3,B4 are statements which assess a pupils readiness for learning and are the foundation to more formal discrete teaching of concepts. (Pre subject specific learning and EYFS pupils)
- We use B1 to B4 to assess curriculum readiness for our EYFS pupils many of which may be accessing a school environment for the first time. Pupils in EYFS engage in the three characteristics of effective teaching and learning identified by Early Years Guidance.
- We use B1 to B4 to assess pupils with more complex learning needs. These pupils engage in pre subject specific learning at KS1&2. Pupils engage in what we term as characteristics of effective engagement.
- BARICS ≥B5 are statements which assess and track pupils progress and achievement within a differentiated curriculum.
- Pupils who have completed all 'I can statements' within BARICS assessment system will be assessed using National standards of assessment as appropriate.
- As part of our assessments we have included 'Functional skills' to support the tracking and measure of independence, self-help and PFA skills.
- Functional skills assessment is not part of our statutory reporting process and progress is tracked and monitored by number of statements achieved
- Functional skills are discussed with parents at Annual review and Structured Conversation Parent meetings.
- BARICS is used to assess pupils in Computing and Science and progress is tracked and monitored by number of statements achieved.

Foundation subjects are assessed using subject specific statements, sounds of intent, marks of intent, observation, video and pupils recordings and curriculum subject leads track and monitor progress across the academic year

BARICS assessment system B1-B4

- Used by teachers of pupils of pupils engaged in pre subject specific learning
 - To base line pupils on entry to RPT school
 - To track and monitor progress of pupils engaged in pre subject specific learning at KS1&KS2
- Used by teachers of pupils in EYFS
 - To baseline pupils on entry to RPT EYFS phase
 - To track and monitor progress of pupils developing skills to access a differentiated subject specific curriculum.
- Updated regularly when a child has achieved an 'I can' statement as stipulated in guidelines.
- Used by class teams to assess skills of engagement and support identification of next steps in teaching and learning.
- Used by teachers, curriculum leads, key stage leaders to track progress of pupils.
- Used by teachers, SLT, MAST and in reporting to trustees, parents or other agencies.
- Providing data information for moderation both locally and Nationally

BARICS assessment system B5+

- Used by teachers
 - To baseline pupils on entry to RPT school
 - To track and monitor progress of pupils accessing a differentiated subject specific curriculum.
- Updated regularly when a child has achieved an 'I can' statement as stipulated in guidelines.
- Used by class teams to support identification of personal targets or gaps in pupils learning.
- Used by teachers, curriculum leads, key stage leaders to track progress in curriculum area or as a key stage
- Used by teachers, SLT, MAST and in reporting to trustees, parents or other agencies.
- Providing data information for moderation both locally and Nationally
- Phonics is delivered as part of our subject specific curriculum but in order for pupils to develop pre requisite phonic skills more formal assessment is when pupils have achieved B8+ in reading. Teacher judgement is used where pupils show achievement of some phonic skills prior to this.

VBMAP (Verbal Behaviour Assessment)

'The Verbal Behaviour Milestones Assessment and Placement Program' is a language and social skills assessment program for children with Autism and other Developmental Disabilities based on B.F. Skinner's 'Verbal Behaviour' (1957)

- VBMAP (Verbal Behaviour Assessment) is a language and social skills assessment program for children with Autism and additional Developmental Disabilities based on B.F. Skinner's 'Verbal Behaviour' (1957) provides a representation of the pupils existing verbal and related skills.
- 1st component of the VB-MAPP is 'The Milestones Assessment'
This assessment provides a representation of pupils existing verbal and related skills. *Developmental levels are broken down into three developmental levels 0-18 months, 18-30 months and 30-48 months. This introduces skills so pupils have solid foundations on which to build upon.*
- 2nd component is the Barriers Assessment.
This assesses 24 common learning and language acquisition barriers faced by children with autism

By identifying these barriers, staff can develop specific interventions to help overcome barriers leading to more effective learning.

This aspect of the VB-MAPP assessment is very important as often the program focus for a new pupil would not be skills acquisition but pairing, teaching basic compliance skills and reducing problem behaviour. This component is an effective way to assess the pupil's progress in this area.

- 3rd component is Transitions Assessment.
This assessment helps identify whether a pupil is making meaningful progress and is acquiring the skills necessary for learning in a less restrictive environment.

The transitions assessment helps summarise measures from other parts of the VB-MAPP as well as covering a variety of other skills that could affect transition.

EYFS assessment

- Both Formative and Summative assessments are used to record and track pupil progress across all strands of Early Years Foundation Stage Curriculum.
- Pupils are baslined on entry using EYFS baseline guidance and on BARICS. Multimedia evidence is used to support teacher judgment and record progress.
- Evidence on non prime areas including Physical development is recorded on Profile documents and evidence for learning (E4L).
- Observations and ongoing assessments highlight interventions, areas of strength and are used to scaffold pupils individual learning journey within EYFS.

Analysis of Assessment Data

Objective judgements regarding pupil progress against local and national trends is enabled through close networking with **Brent/Harrow Special Schools' Assessment Group** as well as our robust in-house assessment tracking system.

Equality Duty and equality of opportunities

Most assessments used are visual and designed for pupils who are developing their communication skills.

To support pupils who have significant speech and language difficulties, sensory impairments or multiple learning difficulties, alternative means of communication such as signing and/or electronic communication aids will be used.

Teachers take into account individuals' learning styles, behaviours etc. Resistant or un-cooperative behaviour does not necessarily indicate inability to perform a certain task and teachers may need to modify their approach.

Diversity and protected characteristics ?

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school and in comparison with pupils with similar needs in another setting both locally and nationally.

It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

RPT Schools:

- Use teacher assessments and BARIC levels to baseline pupils starting point on entry.
- Use baseline data to set individual trajectories on expectations of pupil progress which is challenging but achievable.
- Trajectory expectations are differentiated for KS1, KS2 and/or complexity of pupil needs.
- Use specialist knowledge when planning for interventions and/or therapy pathways.
- Moderate pupils progress and recordings in accordance with agreed levels both moderated internally and within cross borough assessment group
- Meet termly as a staff to moderate curriculum areas assessments using written and multimedia examples
- Moderate work through planning and book scrutiny, reporting findings back to staff
- Collate evidence to back up teacher assessments, such as through the use of Evidence for Learning (E4L) and/or pupil work books.
- Participate in moderation exercises for EYFS, KS1, KS2 pupils with colleagues from cross borough assessment group in English, Mathematics, Science, Computing and PFA.
- All staff are responsible for pupil engagement and progress and communicate/feedback observations and assessments to class teams and relevant parties.

Monitoring & Evaluation

The effectiveness and usefulness of the assessment policy will be monitored and evaluated annually.

Role of Trustees

Our trustees determine, support, monitor and review the school's policies on Assessment

In particular they:

- Monitor the effectiveness of teaching and learning when presented with standards termly updates
- Monitor how effective teaching and interventions are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote accurate and secure assessment