



## **Sandfield Assessment Policy**

Updated – April 2024

### **Overview**

The aim of our curriculum is to equip pupils with knowledge and transferable skills that help towards employability and furthering life skills. Assessment has been developed and updated alongside the curriculum, which must continue to be relevant to each pupil. Assessments allow all pupils to celebrate achievement, while recognising targets and next steps for learning. The curriculum closely links to assessment, and teachers will ensure that future planning reflects on-going formative assessments and the curriculum is planned accordingly. There needs to be an element of recap built into the system so that pupils have an opportunity to master learning and improve their long term memory so that learning is achieved.

### **Types of Assessment**

Pupils attending Sandfield will have some assessment information from their previous school, but will also be given the opportunity to complete several baseline assessments across subjects upon starting at Sandfield Park. Included in baseline assessment is an assessment of each pupils' independent living skills.

During their time at the school, assessment will continue in different forms across each subject. Within mathematics, assessment currently used includes **Mathematics passports**, which is a progressive document that shapes/informs the curriculum and is used for assessment, focussing on money, time, calculation and measure. Within English there are **English writing ladders** (broken down into Text Form-, Punctuation-, Sentence- and Word – ladders), which track/assess the content we cover within the English curriculum. In reading, the **reading booklets**, are used to assess reading and comprehension skills following lessons, independent reading, phonics focuses (including Essential Letters and Sounds), comprehension and group/class reading sessions.

Further assessment and tracking includes **Gatsby benchmarking**, which works alongside an employability curriculum and **DAGG assessment** (Dynamic Assessment Goals Grid) for pupils with complex communication needs. Pupils will not be limited to these assessments and assessment will advance and change to suit the needs of individuals and groups.

The Rochford review (2016) makes it very clear that a one curriculum fits all approach is not appropriate in SEN education and that assessment should work for and be suitable for each pupil within the school. Our school's curriculum and assessment changes will ensure each pupil receives the essential life skills, social skills and physical skills in preparation for employability and their next stage in life, with the implementation of Independent Living Skills, Maths passports, English ladders and Reading booklets showing steps in this direction. It is important that no pupil is limited to academic progress and all areas of progress are recognised and celebrated. The Rochford review recognises important areas to develop and work on with pupils. This allows for flexibility within Sandfield Park School and allows for the teachers to shape the curriculum for the pupils they know and teach on a daily basis, considering needs.

Where necessary, the **Engagement Model** is used to acknowledge progress.

Each pupil in Sandfield has an **Educational Health Care Plan (EHCP)** with targets set each year. It is the aim of teachers, parents and other professionals to have a conversation involving the pupils and to set clear targets with measurable outcomes. With the movement towards the use of independent living skills assessment alongside other useful work related learning skills, it is clear that the objectives within these assessments would naturally feed directly into the EHCP as targets, due to the sections within the EHCP fitting cohesively with these forms of assessment. This means that the EHCP will contain and be influenced by these everyday objectives so that the pupils' achievement can be measured throughout the year and in the lead up to the following EHCP review meeting. This adds to the importance of the document and gives it a direct link with the curriculum that is being delivered.

### **Classroom Assessment**

Evidence for Learning (EFL) allows teachers to record and track EHCP objective progress in a central location. Any progress and observations, that teachers would otherwise be unable to track, can be inputted and displayed. EFL also



centralises any photos/video evidence, which would otherwise be saved across many different computer folders. It allows for a more natural assessment, which eradicates any pressures that could be there during formal assessment or when completing assessed written work and can be shown through images and/or teacher comments. Teachers can create targets based on EHCP objectives pre-stored in EFL. It is important to highlight areas of strength, revisit particular areas so that they aren't forgotten and to show areas of progression. For some pupils it would be important to allow them to use EFL to self-assess and judge their own progress for particular objectives. They can look at creating personal targets and begin to appreciate achievement as well as gaps in their learning.

The Engagement Model is implemented in the curriculum for those who it is deemed appropriate based on levels/needs. This will be solely used by class teachers for tracking and progress purposes, but evidence can be displayed through EFL.

Progress is shared with families throughout the year with home being able to share progress at home, as well as feedback on progress in school.

### **Moderation**

Co-ordinators undertake moderation, looking at planning, all aspects of assessment, focusing on pupil work, discussions with pupils, and EFL for their subjects. Moderation also is key to all recognised accreditations (see below).

### **Accreditation**

Accreditation is a vital form of assessment and recognition of achievement in KS4 and KS5. There is a thorough moderation process to support accreditation. When chosen, assessment should cater to particular pupil needs as much as possible. Examples of accreditations currently used include Towards Independence, Transition Challenge, AQA units and formal examinations, including Entry Level exams and Functional Skills for Maths, English and Computing.

### **Interventions and technology**

Interventions currently used include toe by toe, IDL and ELS for reading development. Online resources to support progress include Mathletics, Discovery, IDL and Bugclub.

### **Monitoring progress**

Teachers and subject co-ordinators will look at progress made within subjects following the school highlighting and dating progress procedure, as using formative assessments. During this process, teachers will reflect on and discuss reasons for any underachievement and things that worked well to help others make good/outstanding progress, considering these points at the start and end of each academic year too. Teachers will annotate plans to record what progress groups and individuals have made. There is opportunity for reviewing and looking at current and future interventions for pupils needing them, and devising an appropriate curriculum as part of the planning cycle. Clear identification of progress made, ensures that, with in the academic year, and during the transition from one Year Group to the next teaching is matched to progress already made, and there is a spiralling curriculum, focusing on continued improvement.

Policy to be reviewed annually.