

**Assessment Policy**

**November 2024**

**ASSESSMENT AT GREENFIELDS SCHOOL**

Assessment can be formative, diagnostic, summative and evaluative and is an integral part of all teaching and learning activities at Greenfields School.

**Why do we assess?**

* To define each child's ability: what the child knows, understands and can apply.
* To reveal children's strengths and areas for development.
* Enable pupils and teachers to identify achievements and plan for the future
* Support progress and target setting
* To ensure continuity and progression in our work with the children.
* To ensure early identification of children with SEN/AEN
* To communicate accurate information about the child that is useful to teachers, pupils, carers and other agencies.
* Assist with continuity and progression between Key Stages (FS to KS1 & KS2 to KS3)
* Meet statutory requirements

**Strategies for assessment**

* Observation - watching the children on task.
* Questioning/discussion with the children.
* Photographing/videoing work in progress.
* Examining & moderating children's written work.
* Marking children's work and providing them with oral and/or written feedback
* In class, teacher devised tests, for spellings, times tables etc.
* Statutory formal assessments as applicable: EYFSP, SATs
* Standardised Testing

A flow chart indicating the types of assessment undertaken can be found at Appendix X.

Baseline Assessment

In order to show the progress a child has made we need to have a substantial and accurate picture of their strengths and weaknesses when they first arrive at Greenfields School. This gives us a baseline to work from and allows teachers to plan more accurately for each individual child’s learning needs. Many children have gaps in their knowledge and these need to be identified quickly and accurately. Flow charts to illustrate the induction process for all pupils can be found in Appendix 1 & 1A. The assessments carried out during an induction period before the child is fully integrated into their class can be found at Appendices 2 & 2A. These are categorised into the four areas of need:

* Communication Interaction
* Cognition and Learning
* Physical and Sensory
* Social, Emotional and Mental Health

Careful observation of each child’s wellbeing and involvement in activities is also recorded to assess a child’s readiness to engage in the induction process.

**Assessment within school**

**Greenfields Steps Assessment Framework:**

**(Skill-related expectations)**

The Greenfields Steps Assessment Framework has been devised using the age-related expectations across all National Curriculum subjects from EYFS to KS4. The introduction of this assessment framework is due to the removal of the National Curriculum Levels and is in line with the current guidelines of ‘Life without Levels’.

Teachers need to use the criteria for each subject in a holistic way and decide on the ‘best fit’ for each student. The student will be graded as

working at ‘emerging’, ‘developing’, ‘secure’ or ‘greater depth’ within the appropriate Step.

**Jargon Buster**

The table below shows the definition for each grade (graded 3 times per year in each subject):

|  |  |
| --- | --- |
| **‘Working at…’Measure** | **What does it mean?** |
| Greater Depth | **Accurate application of skill - greater level of understanding: can use and apply the skill to other contexts.** |
| Secure | **Application of skill secure – working independently/requires no support.** |
| Developing | **Application of skill developing – requires some support.** |
| Emerging | **Application of skill emerging but insecure – requires consistent support** |

**Measuring Yearly Progress:**

* Data will be captured three times per academic year for each student across all subjects.
* Whilst students may not be working at ‘age-related expectations’ (the correct skill set for the chronological age) as a result of significant ‘gaps’ in learning, students will be working on an appropriate ‘step’ to gain and secure skills in that subject across an academic year.
* ‘Expected Progress’ is judged when a pupil makes 2 points of progress within an academic year (each ‘working at grade’ (emerging, developing, secure, greater depth = 1 point) :

|  |  |
| --- | --- |
| **Progress Points** | **Progress Measure** |
| **6+** | **Outstanding** |
| **4** | **Good** |
| **2** | **Expected** |
| **0** | **Below** |

**Examples of Yearly Progress**:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **October 2017** | **February 2018** | **+** | **June 2018** | **+** | **Progress**  **Points** | **Progress**  **Measure** |
| **Pupil A** | GFS1 Emerging | GFS1 Developing | 1 | GFS1 Secure | 1 | 2 | Expected |
| **Pupil B** | GFS3 Developing | GFS4 Emerging | 2 | GFS4 Secure | 2 | 4 | Good |

Assessment within school can be broken down into two categories:

* **Planning-**weekly and Termly planning and evaluation directly linked to Greenfields Steps Assessment Framework and each individual child’s next steps, taking account of their engagement and well-being within activities using a sessional engagement scale (See Appendix 3)
* **Designated assessment weeks-**Three assessment weeks throughout the academic year in Terms 1,3 & 5 in line with the ILPs. During these weeks the standardised assessments are carried out and an overall summary (Pupil Progress Picture) of each child’s Greenfields Steps Assessment is produced for monitoring, evaluation and to inform future planning.

(See Appendix 4)

In addition there will be opportunities to carry out observations using the Leuven Scale of Involvement which looks at the quality of human activity. This can be recognised by:

* a child’s concentration and persistence
* motivation, fascination, openness to stimuli with an intensity of experience both at physical and cognitive level
* deep satisfaction with a strong flow of energy
* determination of ‘exploratory drive’

Involvement can be distinguished from the intense experiences which are emotionally motivated such as tantrums and outbursts. Involvement does not occur when the task is too easy or if it is too demanding. It is situated at the ‘edge’ of the child’s abilities. (Zone of Proximal Development, Vygotsky).

The involvement scale has two features:

* list of observable signals
* levels of involvement on a 5 point scale

The signals are:

* concentration
* energy
* complexity and creativity
* non-verbal, facial expression and posture
* persistence
* precision
* reaction time
* language
* satisfaction

Observations are carried out three times in any one session and no more than twice in any week (am and pm session). Over time further observations can be made to update information.

**Strengths and Difficulties Questionnaire**

Greenfields Community is part of the CAMHs Outcome Research Consortium (CORC) and completes these questionnaires which evaluate a child’s emotional and behavioural development, screening for problems in these areas. Many of the children coming to Greenfields have already had assessments of their emotional and behavioural problems but undertaking this questionnaire for ourselves gives a fuller picture of the child's state of mind at the point of entry to the community as well as signposting areas of improvement as well as areas of concern throughout their time at Greenfields. This teacher assessment can then be undertaken on a six monthly basis to give us a format for evaluating progress in these important areas. The assessment can then inform target setting and behaviour management.

**Clinical/Behavioural Assessments & Development**

Initially this is carried out during the induction period to assess emotional readiness for engagement in school. Many of the children coming to Greenfields have previously had a poor relationship with education, schools and learning. Many have a background of exclusions and as such have huge barriers to learning. With most children we are aware that we will only have one chance to induct the child successfully and as such have to be certain that when they do come to school they are ready to engage, learn and achieve.

Further to this, once the children are in school (KS1&KS2) their social, emotional and behavioural needs are directly addressed and supported. This role is undertaken by the Clinical Education Support Assistant (CESA) working with the class teachers to identify, with the children, goals & targets. The class teacher assesses their ability to achieve the targets on their target tree charts. This assessment takes place during am and pm sessions and are collated along with records of serious incidents and physical interventions at the end of each term. This gives an overview of each child’s emotional and behavioural progress.