



John Watson School Assessment Policy

Signed by *Lynn Wong*
Chair of Governors

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1. Introduction

Assessment at John Watson School (JWS) is an integral part of teaching and learning and provides a vital mechanism for raising standards and pupils' achievements. We have a continuous and systematic assessment system in place which forms a fundamental part of the effective teaching strategies across the school.

Assessment helps to ensure that teaching is appropriate and that learners are making expected progress. It provides a framework for setting educational objectives, and monitoring and communicating children's progress. At JWS, assessment is an integral part of all teaching to help identify areas for development and track progress. It helps teachers refine their teaching so that all learning is personalised to meet individual need.

Underpinning all learning at JWS is the development of functional communication skills and the application of these for lifelong learning which is informed by our Core Values:



2. This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

3. Legislation and Guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy refers to the recommendations in:

- [Commission on Assessment Without Levels: final report](#)
- [Reducing school workload](#)
- [Ofsted Guidance School inspection handbook Updated 9 February 2022](#)
- [Teachers' Standards](#)
- [The Rochford Review](#) - Final report

4. Principles of Assessment

- The key assessment principle for John Watson School is to ensure that the purpose and the use of assessment and data is clear, relevant and in-line with the school's aims and values
- To ensure that assessment systems are fair, accurate and consistent for all pupils
- To gather only necessary information about the performance of individual pupils, groups and cohorts to set specific targets, related to learning at different levels and to ensure that effective interventions are in place
- To ensure that all data collation is proportionate and that practices are helpful for pupil progress, without increasing teacher workload unnecessarily
- To inform parents of their children's progress at parent consultations and Annual Review
- To ensure that efficient assessment and recording inform the performance management system, in line with Teachers' Standards
- To ensure that assessment is used to inform curriculum provision
- To allow pupils to show what they know, understand and can do in their learning as well as helping them understand what they need to do next to achieve their targeted levels

5. Assessment Approaches

At John Watson School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment day- to-day in-school formative assessment, in- school summative assessment and nationally standardised summative assessment.

5.1 Baseline Assessment:

At the beginning of the academic year teachers draw on a variety of information sources in order to plan for future learning, which will include the following:

- Previous year's data collection
- Follow on using the student ILP targets set at the most recent Annual Review
- Additional Information from the Annual Review meeting or the Education and Health Care Plan
- Information from other professionals, SaLT, Physio, OT, VI teachers
- Knowledge gained from transition meetings

5.2 On Entry Assessment

Learners who transfer into JWS from other schools will have EHCP outcomes. These outcomes are subdivided into 3 achievable targets with suggested learning activities on an Individual Learning Plan (ILP). JWS leaders often support prospective pupils by attending their transfer Annual Review and support with outcome setting. Teachers will use these while they are observing and assessing, over the a half term period* **see appendices**

5.3 In-school formative assessment

Ongoing formative assessment ensures that knowledge, skills and understanding are continually assessed and that the next steps of learning are supported and developed; that any gaps or misconceptions are identified and further lessons planned to address them.

In-school formative assessment enables progress to be tracked for all pupils from their individual starting points, no matter what curriculum pathway or stage.

It enables...

- **Teachers** to understand how pupils are performing on a continuing basis and to use this information to provide appropriate support, evaluate teaching and plan future lessons
- **Teachers** to evaluate learning at the end of a series of lessons or a topic and the impact of their own class team's teaching
- **Teachers** to provide feedback to pupils to help them improve
- **Pupils** to identify areas in which they need to improve
- **Senior leaders** to monitor the performance of pupil cohorts, identify where interventions may be required
- **Parents** to stay informed about the achievement, progress and wider outcomes for their child and areas to work on

At JWS we ensure that formative assessment forms the basis for the next steps of learning. We adopt a wide range of formative assessment strategies and techniques in school. The main strategies are listed below:

Marking and Feedback at JWS:

- Oral feedback, appropriate to age and stage of development
- Use of a Responsive Teaching format where the teacher actively responds to learning to ensure optimal achievement against learning objectives
- Effective questioning (where appropriate) to develop understanding and to consolidate new skills and concepts

Range of Formative Assessment used to record student progress against their Individual Learning Plan Targets:

- 1x English Responsive Reading Record (RTR) per child per week, kept in individual English exercise book (Green) JWS Current Responsive Teacher Record (RTR)

- 1x Maths RTR per child per week, kept in individual Maths exercise book (Blue)
- General Observation sheets - [Template](#) - Kept in individual pupil folders. Used to capture learning linked to Individual Learning Plans and Education, Health and Care Plans (EHCPs)
- Reading records - [Template](#) - Includes Reading Curriculum, kept in the individual pupil folder
- Phase Running Records (PRRs) [Blank Proforma](#) to provide evidence against all EHCP targets
- Whole school approach for Intensive Interaction session observations, - [JWS Intensive Interaction Observation sheet template](#). (This is only for students who benefit from this approach).

5.4 In-School Summative Assessment

The Rochford Review recommendations (2016) were based on the guiding principle that ‘every pupil should be able to demonstrate his or her attainment and progress.’ Although the review focuses on end of Key Stage statutory assessment, the principle applies equally to all types of assessment.

For end of key stage statutory assessment, the Rochford Review recommendations and outcomes of the DfE consultation have led to the development of permanent and extended pre-key stage standards for teachers to use to assess pupils engaged in subject specific learning but working below the standard of national curriculum tests. This forms the basis for our JWS Enhanced and Generalised Pathways in our curriculum.

JWS Enhanced Pathway

- The Enhanced Pathway has been developed with reference to [National Curriculum \(NC\) Pre Key Stage 1 standards](#).
- All students on the Enhanced and Generalised Pathway are also working on their EHCP outcomes, as outlined in their ILP.

JWS Generalised Pathway

- The Generalised Pathway has been developed with reference to [Pre Key Stage 2 standards](#) and the NC Years 1 and 2.

For pupils not engaged in subject specific learning, a new statutory assessment will replace the previous performance scales 1-4 and will be based on 7 aspects of engagement to enable the progress made by pupils with complex needs to be identified and measured effectively. This is an assessment approach that focuses on pupils’ abilities in specific areas like awareness, curiosity and anticipation. This forms the basis for the JWS Fundamental Pathway.

JWS Fundamental Pathway

- *The Fundamental Pathway has been developed with reference to the DfE Engagement model.*
- All students on the Fundamental Pathway are also working on their EHCP outcomes as outlined in their ILP.
- We have 3 curriculum documents for this phase, supported by our vision of SLICE.
- We also monitor Fundamental Pathway pupils in line with [The engagement model](#) (DFE).

The achievement of each pupil is assessed against their Individual Learning Plans at three points across the year.

Phase 1	Phase 2	Phase 3
June - October	November - February	March - May
Annual Reviews are held in April / May <i>*with transition reviews in December</i>		
Data collection for Phase 1:	Data collection for Phase 2:	Data collection for Phase 3:
Two weeks after October half term	Two weeks after February half	Two weeks after May half term

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Assessment judgements are backed by a body of evidence created using observations see point 5.1 *Formative Assessment used to record student progress against their Individual Learning Plan Targets*. We assess pupils against individual SMART targets. These are drawn from our school curriculum documents which provide incremental steps for learning.

At John Watson School we use the outcomes of assessment to check and support teaching standards and help us improve. We hold regular in-house moderation sessions as well as working with other schools is useful in this process so we moderate judgements through. The Data User Group as part of OASSH (Oxon Special Schools). We use a range of measures to assess progress including looking at engagement scores when carrying out formal observations and how SLICE (our school values) are delivered and impacting on learning.

5.5 Nationally Standardised Summative Assessments:

JWS complies with all national standardised assessments. Given the nature of pupils' starting points, these assessments does not give leaders a clear and accurate picture as the **In-School Summative Assessments** (see point 5.2). JWS reports and respond to national deadlines for assessments such as the Reception baseline assessment and reporting arrangements.

Pupils in our Sixth Form take part in Asdan Accreditation courses. These courses are picked to support individual EHCP outcomes as well as pull in pupil interest.

Nationally Standardised Summative Assessments includes:

- [Reception baseline assessment and reporting arrangements](#) (May 2021)
- EYFS profile at the end of reception
- Phonics Screening (NCY1)
- Multiplication Tables Check (NCY4)
- National Curriculum test and teacher assessments at the end of KS1 (NCY2) and KS2 (NCY6)
- At JWS all pupils are working below the level of the test and therefore these Assessments are not undertaken.

6. Collecting and Using Data

At JWS, as well as providing information and outcomes, summative assessment is a vital tool in improving future learning. We focus on the following principles for evaluating and collecting data:

- **We understand the limitations of the data we collate and what we can infer from it**

At JWS, we acknowledge that we can never know what each child has learned exactly, nor can we know what our children are capable of at all times. Given this fact we ensure that the data collated is based upon a range of evidence.

- **We ensure that collated data is accurate as possible**

The data collected is based upon the application of skills and knowledge in a range of social contexts. We compare performance of pupils overtime and across the school.

- **We ensure that the collection of data is proportionate and impacts future teaching and learning**

School leaders provide the Middle Leaders provide guidance and support. Class teams jointly contribute to the collation of data. Within Professional Development Meetings and team meetings staff ensure they dedicate time to discussing the performance of individual children and cohorts. The data is shared with relevant staff and communicated with parents in parental consultations, annual reports and annual review meetings.

Data is discussed at SLT meetings to triangulate judgements about the quality of teaching and learning

It is then collated, reported to governors and used to measure progress against our School Improvement Priorities and then used to plan future areas for improvement.

7. Reporting to parents

- Informal meetings initiated by the teacher/school or the parent/carer
- Annual Review /EHCP Meetings once a year per pupil
- Annual Review Teacher's report
- Individual learning Plan (ILP) Data collected by teachers / leaders 3x a year
- Pupil Premium Data analysis once a year
- Parents' Evening
- Yearly analysis of Key Stage / EHCP area data (based on ILP data), including priority groups at a class and whole school level
- Governor reports 3 times a year
- Pupil Progress meetings
- Daily communication with parents/carers through Google Classroom
- End of term phone calls home

8. Roles and Responsibilities

Governors are responsible for

- Being familiar with how the school's systems of non- statutory assessment capture the attainment and progress of pupils
- Holding school leaders to account for improving pupil and staff performance

The Headteacher is responsible for

- Ensuring that the policy is adhered to
- Monitoring standards
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including standards and trends

The DHT and Middle Leaders are responsible for

- Analysing pupil progress and attainment, including individual pupils and specific groups

Teachers

- Teachers are responsible for following the assessment procedures outlined in this policy

Pupils

- To recognise and take pride in their own achievements and share these with others
- To recognise areas and skills that need to be strengthened
- To develop habits for lifelong learning.

Teaching Assistants

- Enhance their knowledge of each pupil's abilities, skills and understanding
- Identify gaps and misunderstandings and respond promptly and appropriately
- Plan future teaching and learning.

Parents/Carers

- Understand their child's progress and achievements
- Support their child at home in collaboration with the school
- Participate in the celebration of achievements
- Support the setting of targets that will enable and support independence

9. Monitoring

This policy will be reviewed every 3 years by school leaders and agreed by the chair of governors.

10. Links to relevant documents/policies:

- [Revised Teaching & Learning Policy JWS January 2022](#)
- [EYFS Policy JWS January 2022 - Done](#)
- [Curriculum, planning & Assessment framework](#)
- [Equality Scheme](#)
- [Anti-bullying, harassment & discrimination policy](#) (formally Dignity at work)
- [Reception baseline assessment and reporting arrangements May 2021](#)

Appendices:

Baseline Assessment for pupils joining JWS

Week	Action	Impact	What Next
1	Read the EHCP including assessment from other professionals. Discuss with SLT. Look at and use previous settings assessments as a starting point for planning.	Teachers are aware of priorities outlined in EHCP which provides a starting point to plan	Start gathering observations - pupil led.
2	Observe the pupil in lessons considering any changes in performance as a result of a new environment. Use Assessment documents to gather information.	Provides information to plan for learning and next steps for the following week.	Discuss any issues arising with SLT / professionals
3	Continue to formatively assess involving all members of staff. Observe pupils in lessons/school and consider any changes in performance due to a new environment and use our range of Assessment sheets to monitor and assess.	Ensuring class staff build a relationship with new pupil and have an input	Share thoughts at class meetings and write PEEPs, RAs, PHPs, Known Risks, Individual Learning Plan
4	Map the pupil onto the JWS curriculum and Pathways (Fundamental, Enhanced, Generalised) Online Individual Learning Plan (ILP) with a baseline starting point (see below) JWS ILP Template Oct 2021	Begin to plan at the newly assessed pathway and stage in the pathway e.g. Fundamental Pathway Enhanced Pathway Generalised Pathway J / W / S stages of intent in each pathway	Observe engagement in learning levels for activities planned at assessed level.
5	Continue to formatively assess involving all members of staff. Begin to moderate r views by discussing mapping with ELT and SLT.	Pupil is engaged in learning and being relevantly challenged	Moderate assessment with colleagues
6	ILPs will be updated 3x a year with 3 pieces of evidence per target	ILP targets will be RAGed (Red, Amber, Green)	Continually access and follow our Phase Running Records (PRR)

