

Assessment Policy

Introduction

At the Milestone School assessment is the process of identifying, gathering and interpreting information about pupils' learning. The central purpose of assessment is to provide information on pupil progress and achievement and to set the direction for ongoing teaching and learning. Reporting is the process of communicating information about pupil achievement and progress gained from the assessment process. The purpose of reporting is to support teaching and learning by providing feedback for pupils, parents and teachers.

Aims

- To inform the planning, teaching and learning process
- To provide feedback to learners and parents
- To provide an ongoing record of learners' achievement
- To monitor and evaluate progress of individual learners, groups of learners and whole school
- To enable completion of LA statutory returns
- To provide statistical evidence to inform the SEF
- To provide clear, concise data for Ofsted
- To ensure the external accreditation process is open, fair and free from bias and to meet national standards
- To ensure there are accurate and detailed recording of external accreditation decisions

Method and Organisation

Data collected includes the following:

- Baseline assessment
- P Scales/NC Levels/new NC end of year statements
- Wider school achievement
- Subject evidence collection
- External Accreditation in Enterprise Hub
- Diagnostic Reading Analysis Results
- Routes for Learning

An Assessment Schedule and all relevant forms can be found on the Intranet under Portfolio/School Documents/Assessment. Assessment is ongoing throughout the year but all the above need to be submitted to the Assessment/Curriculum Lead by the annual deadline given.

Data is inputted into SIMS and CASPA annually by the Data Manager. Teachers are supplied with assessment data for their class throughout the academic year. Baseline assessment is completed within six weeks of pupil entry into school.

Internal Moderation

Rigorous internal moderation takes place three times a year in departments and again, whole school to ensure all teachers moderate pupil work consistently, thereby ensuring pupil progress data is accurate and robust. The school supports teachers from other special and mainstream primary schools and PRUs by including them in these sessions on request.

External Moderation

Rigorous external moderation takes place 3 times a year with a cluster of in county special schools to ensure consistent levelling of pupil work across county.

External accreditation:

The school follows Pearson Edexcel awarding body and undertakes yearly Quality Review to ensure national standards are met.

Courses followed are within Foundation Learning: E1 (including P Scales) to B Tech L1: Personal Progress E1 (including Communication, Early Maths, ICT, Independent Living , Supported Employment Awards); PSD E2; SIW E2; Work skills E3, Cooking skills L1; Functional skills Maths, English and ICT E1-E3. Trinity College provide accreditation for Arts Award.

The school:

- ensures learners are provided with assignments that are fit for purpose
- enables them to produce appropriate evidence
- assesses learners' evidence using the published assessment and grading criteria
- ensures assessment decisions are impartial, valid and reliable
- ensures 'Malpractice and Appeals Policy', 'Registration and Certification Policy and 'Internal Verification Policy' are followed

Samples will be provided for Standard verification as required by the awarding body. This will ensure a robust and rigorous system. Assessors will give regular formative feedback to support progress and ongoing learning. This will be recorded in portfolios of coursework. Assessors will develop with candidates the final summative feedback at the end of course. All resubmissions must be authorised by the Lead Internal Verifier. Only one resubmission is possible per assignment, providing:

- The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.
- The assessor considers that the learner will be able to provide improved evidence without further guidance.
- Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner. Any resubmission evidence must be submitted within 10 working days of receipt of results of assessment.

Resources

CASPA (Comparison and Analysis of Special Pupil Attainment) program.

Classroom Monitor (Curriculum 2000, Rising Stars)

SIMS (School Information Management System)

Pro forma documents located under Assessment folder on the Intranet

Assessment Schedule

External accreditation resources provided as appropriate

Equal Opportunities

Equal Opportunities is the right of everyone to equal chances and each individual is respected for who they are regardless of age, ethnicity, gender, social circumstances, ability/disability and sexuality.

Health and Safety

Health and Safety issues are described fully in the school's Health and Safety policy, which forms part of the guidance issued by the local authority. It is the responsibility of each adult to report Health and Safety issues without delay. Where activities have a greater than normal risk, the possible dangers, and the ways in which the school protects its children from such dangers must be clearly stated in a risk assessment.

Professional Development

Professional development is discussed at the individual's performance management meetings with reference to priorities in the School Development Plan. Course information is disseminated by the Deputy Head teacher. The Curriculum and Assessment Lead is available to provide support for teaching and assessment.

Reviewed: January 2017

Next Review Date: January 2018