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Governing body ratified	Click here to enter a date.
Review cycle	2 years
Next review	31/10/2019

1. Introduction

- 1.1 At Brent Knoll *assessment* lies at the heart of teaching and learning. It provides a framework for setting accurate learning objectives, for monitoring and measuring pupils' progress over time and to identify areas for development.
- 1.2 *Recording* is the means by which information is gathered about learning. Through the school's agreed recording systems information about pupils' achievements is documented for the purpose of measuring pupil progress.
- 1.3 *Reporting* provides information about pupils' learning, achievements and progress for a number of purposes and to a range of audiences.

2. Aims

At Brent knoll the purpose of assessment is to:

- 2.1 Allow pupils to show what they know and understand and what they can do, and to help them understand what they need to do next
- 2.2 Provide information for accurate planning, teaching and learning
- 2.3 Review and differentiate curriculum provision
- 2.4 Plan for curriculum development
- 2.5 Identify where additional support is required
- 2.6 Track individuals' achievements over time and make a value added analysis of their progress across the Year and Key Stage
- 2.7 Analyse pupil achievement and progress by groups - Year group, Key Stage and other identified groups e.g. Pupil Premium (PP), Gender, Free School Meals (FSM), Children Looked After (CLA) and Ethnicity
- 2.8 Meet statutory requirements for carrying out teacher assessments and testing at the end of each Key Stage
- 2.9 Ensure that assessment and recording are integral to Brent Knoll's appraisal system
- 2.10 Report teacher assessments across the curriculum

2.10 Ensure that students have fair access to external examinations in the form of suitable access arrangements

3. Roles and responsibilities

Responsibility for assessment belongs to class and subject teachers, subject and middle leaders, the leadership team and the Governing Body.

3.1 *Class and subject teachers* are responsible for the assessment of pupils in their class/group.

3.2 *Subject and middle leaders* are responsible for reviewing the quality of statements and evidence provided in their subject, and moderating examples of work using SOLAR within and across schools.

3.3 *Middle Leaders* use termly analysis of data to identify and record underperformance of pupils in their subject to provide support and propose appropriate intervention. They monitor strengths and areas for development and share information with teachers to consider how teaching methods and curriculum content can be adapted accordingly.

3.4 *The Leadership Team* are responsible for monitoring and reporting pupils' progress over time, analysing progress against value added criteria and the identification of any significant differences between the progress made by different groups of pupils or between subjects (English and maths).

3.5 *The Governing Body* is responsible for holding the school to account in terms of standards of achievement, attainment and progress.

4. Purpose and audience

4.1 At the end of each academic year pupils receive formal recognition of their achievements in each subject area, in the form of a written report along with an indication of their current performance and progress they have made.

4.2 At KS4 pupils will receive a report indicating the grade or level they are working at, in relation to the accreditation they are following.

4.3 At the end of the Early Years Foundation Stage (EYFS) a judgement against 17 Early Learning Goals is made providing a summary of pupil's development in the EYFS Profile.

5. Why and how we assess?

Both *formative and summative assessments* are used to make a positive contribution to learning. The key difference between the two is in the use made of the evidence gathered.

5.1 *Formative assessment* or assessment for learning (AfL) is key to teaching and learning and is based on day-to-day classroom practice where both teachers and pupils use feedback to improve learning. AfL takes place during learning, when working with pupils to determine what is being learned and to identify their next steps.

5.2 *Summative assessment* or assessment of learning (AoL) takes place after the learning has taken place and informs teachers what pupils have achieved at any given point in time. Summative assessment involves more formal methods to measure attainment and ensures a rigorous approach to curriculum delivery.

At Brent Knoll we assess by:

- Providing meaningful and relevant learning experiences both in and outside of the school environment.
- Recording a range of evidence to support our judgements of pupil progress.
- Differentiating questions that match to pupils' abilities so that their understanding can be assessed.
- Providing well-structured lessons, which include clear introductions involving recapping of previous learning.
- Planning suitable assessment opportunities, which sometimes include formal written and reading tests.
- Making observations of the range of pupils' learning experiences.
- Marking work [where relevant] in accordance with the schools' agreed Recording, Marking and Feedback Policy so that pupils' are aware of ways in which they can improve their performance.
- Providing relevant feedback appropriate to individual ability and age.

6. School's Online Assessment Record (SOLAR)

The School's Online Assessment Record (SOLAR) is an evidence-based assessment system integral to the teaching and learning process, which is used across the school including the EYFS (except at KS 4) to track pupils' achievements and progress through a series of 'Steps'. SOLAR provides a continuum of assessment that is used to identify gaps in learning so that appropriate support and intervention can be swiftly put in place. Steps start at Step 3 and continue through to Step 16. The statements within each Step in SOLAR are designed to show what pupils' can do and where they need to go next. SOLAR provides opportunities to use both formative and summative assessment across all subjects.

6.1 **Baseline assessment**

For all new pupils a *baseline assessment* is made on entry (within the first 6 weeks) for all subjects and entered onto SOLAR. Baseline assessment is essential for planning and measuring pupil progress.

6.2 **Inputting data**

SOLAR is an on-going assessment tool and as such provides a snapshot of pupil progress at any given point in the year. This means assessments are made continuously by teachers by *recording or uploading evidence* against the statements within each Step.

6.3 **Target setting**

Targets are set on SOLAR for all subjects. Targets are broken down and set for the term, the Year and the Key Stage. These are minimum targets and are used to identify progress or underperformance. Although there is no expected or comparable progress measure from the EYFS to Key Stage 1, either nationally or across Special School Settings, development is tracked throughout the Reception class using SOLAR.

6.4 **Data collection and analysis**

Data is collated and reported for analysis, termly for maths and English, and bi-annually for all other subjects.

6.5 **Moderation**

The school's equivalency table shows how Brent Knoll Steps within SOLAR fit into previous and existing assessment systems and should be used only for the purpose of moderation within and between schools. It also makes reference to age equivalency/cognitive age

information. A 'moderation file' / sample of work for the purposes of moderation using SOLAR can be obtained by clicking on a star within SOLAR that has evidence attached (either photographic or written evidence) which can be printed or emailed.

7. Progress Measures

7.1 Progress Measures

80% of each Step completes the Step. Good progress is currently [at least] ½ Step per year in English and maths and at least 1/3 Step for all other subjects.

7.2 Progress

Individual progress is shown in the progress box on SOLAR. It shows where pupils are currently and their progress towards the next Step as a percentage. There are three stars per statement and each star contributes towards the overall percentage. On the assessment page in SOLAR the colours for each pupil will change according to the progress made towards the target (see table below).

	Limited progress	Progress has been made but is more than 10% below target.
		Progress has been made but is below target by 0-10%.
	Good progress. On target. Target met for the term.	
	Excellent progress. More than 20% above target.	
	No target has been set (the baseline is missing).	

8. Qualitative Assessment data

8.1 Qualitative assessment data is obtained using the school's Personal Development Tracker (PDT). Personal Development Plans (PDPs) are written and evaluated each term using information from the PDT. The PDT allows us to track pupils' personal development in six areas - social communication (SC), social interaction (SI), sensory processing (SP), emotional understanding (EU), independence and organisation (I&O), and self-care & keeping safe (KS). These areas are linked to targets identified in pupils' Education Health and Care Plans (EHCPs).

PDT category	EHCP area
Social communication (SC)	Community, Friends & Family: Communication & interaction
Social Interaction (SI)	Community, Friends & Family: Communication & interaction
Sensory processing (SP)	Independence: Sensory and/or Physical
Emotional understanding & self-awareness (EU)	Independence: Social, Emotional, and Mental Health
Independence and organisation (I&O)	Education and & employment: Cognition & learning
Self-care & keeping safe (KS)	Good Health: Social, Emotional, and Mental Health

A scoring system is used to determine current attainment in pupils' personal development skills.

Not yet developed (NYD)	Emerging (Eme)	Developed (Dev)	Established (Est)	Generalised (Gen)
0	1	2	3	4

The PDT also allows us to track therapeutic input to measure the impact of therapies and additional intervention across the school so that pupil's receive appropriate targeted intervention.

9. Annual Assessment Cycle

Autumn	Spring	Summer
<p style="text-align: center;">← SOLAR on-going formative assessment & Annual Review reports detailing pupil attainment →</p>		
<ul style="list-style-type: none"> • PDT baseline (all pupils) • PDP targets set • Reading assessments (new pupils only) • Sounds-write© assessments (new pupils only) • SOLAR baseline (new pupils) • SOLAR data collection and analysis assessment point • PDP review and new targets set • PDT data collection and analysis assessment point • PECS baseline (new pupils) • EExBA baseline assessment • KS4 baselines (new pupils) • KS4 data collection and analysis assessment point 	<ul style="list-style-type: none"> • SOLAR data collection and analysis assessment point • PDT data collection and analysis assessment point • Reading assessments (all) • Sounds Write© progress • PDP review and targets set • PECS progress • KS4 baselines (new pupils) • KS4 data collection and analysis assessment point 	<ul style="list-style-type: none"> • SOLAR data collection and analysis assessment point • PDT data collection and analysis assessment point • EYFS Profile (EYFSP) • End of Year Reports detailing pupil attainment • End of Key Stage statutory testing and teacher assessments (Year 2 & 6) • Phonics screening check & re-check (Year 1 & 2) • Reading assessments (all) • Sounds-write© progress • PECS progress • KS4 baselines (new pupils) • KS4 data collection and analysis assessment point

10. Glossary of terms

Attainment

Attainment identifies the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage.

Progress

Progress refers to the change in attainment from one point in time to another. Progress is also measured by comparing pupils' attainment at the end of a key stage with their attainment when they started.

Achievement

Achievement measures pupils' accomplishments in their learning.

11. Access Arrangements

11.1 See Disability policy

12.1 At KS4 we use our Management Information System (MIS), SIMS to produce marksheets which collect and collate data. The data inputted is linked to how well pupils are performing in relation to the specifications being taught. Progress measures at KS4 are the same throughout the school (0.5 grades/steps for English and maths, 0.3 grades/steps for all other subjects. For all new KS4 pupils a *baseline assessment* is made on entry (within the first 6 weeks) for all subjects and used to measure progress against.