RIVERSIDE SCHOOL

Assessment Policy

APPROVED BY GOVERNORS

RESPONSIBLE PERSON – Headteacher, Steve Solomons
                    Assistant Headteacher, Charlotte Downs

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Statement of intent

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, special educational needs (SEN) or circumstances, reach their full potential and gain the skills and knowledge necessary to lead truly meaningful lives. Due to the wide variety of learning styles and needs at Riverside School, we have decided that a 'one system for all' approach to assessment would not be beneficial or appropriate.

This policy provides a context and explains procedures aimed towards ensuring high quality assessment throughout the school for all.

It aims to:

- Ensure a profoundly personalised assessment toolkit has been created for every pupil across the school, to fully support their highly personalised curriculums.
- Ensure consistency within the different frameworks through a fostering of professional knowledge & understanding, bench marking and robust moderation throughout the school.
- Ensure there is a collective vision and philosophy of high expectations for all.
- Provide a unified focus for monitoring assessment for learning and classroom practice.
- Ensure that teaching and assessment is appropriately differentiated for all and that the needs of every pupil are being met.
- Establish trends, areas for improvement and ensure next steps and interventions are planned accordingly to improve outcomes for all.
- Enhance the professional development of all staff, including strengthening networks with local SEN schools to share good practice and influence the world of SEN.
- To share our Assessment Journey.

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

1. Context and Philosophy

1.1 At Riverside School we aim to provide a broad, balanced, relevant and progressive curriculum personalised for every pupil. The pupils at Riverside School have severe and profound learning difficulties, which require particular attention and responsibility to be given to the issues in evidencing their progression and celebrating their achievements.

1.2 Our Assessment Framework stems from Government's policy to move away from standardised assessment levels as we knew them and a drive towards schools deciding how to measure pupil progress. The national picture indicated that many schools were left with more freedom in this matter than they might choose and deciding how to measure progress and benchmark with other schools was causing concern.

1.3 At Riverside School we have embraced this opportunity and are proud to have developed and formulated our own holistic and personalised curriculum and assessment frameworks. In 2015 we introduced 'Personal Learning Plans' and 'Unique Profiles' for all our pupils and we developed our own set of assessment levels which we named 'R Levels'.

'Personalising learning demands that schools transform their response to the learner from the largely standardised to the highly personalised' - Hargreaves 2009

2. Roles and responsibilities

2.1 The role of governors

2.1.1 Governors will receive termly Assessment and Achievement reports from the Headteacher and Assistant Headteacher, which culminates contributions from all Assessment leads and analyses the assessment information from all pupils for each term.

2.1.2 The Assessment and Achievement Governor (Katrina O'Leary) will regularly liaise with the Assessment Lead Charlotte Downs and visit the school to monitor pupil progress. When visiting, she will:
- Visit classes.
- View recordings of specific sessions as appropriate.
- View samples of pupils' work or observations made of sessions.
- Talk to pupils about their experiences.
- Talk to teachers and lead teachers about their experiences.
- Read updated Case studies and hear about personal achievements made.
- Scrutinise assessment information, reflect on any specific trends and offer support and challenge as needed.
- Ensure any next steps that have been agreed are being focused on.
- Document these visits and identify any areas requiring improvement or further attention.
- Report her findings to the PACT Committee.

2.1.3 The wider Governing board will also visit the school regularly to increase their knowledge of classroom activity and will be presented with the termly Assessment and Achievement information at appropriate Governor Meetings and PACT committee meetings.

2.2 The role of the senior leadership team

2.2.1 The senior leadership team will:
- Review and comment on planning, ensuring Assessment for learning is evident.
- Quality Assure all PLPs and UPs, ensuring they are consistent and supportive to the EHCPs.
- Ensure assessment information is reviewed regularly and closing the gap conversations continue to take place.
- Report on the quality of Assessment and Achievement in the governors' report.

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- Act as role models for teaching staff; teaching in class, running lunch clubs, leading assemblies.
- Leading training, snapshots, learning lounges and moderations to support professional development and deeper learning.
- Ensure that every pupil is accessing the right assessment frameworks/tools.
- Maintain external links with other SEN schools to ensure that robust moderation takes place and to share best practice.

2.3   The role of the Lead Teachers

2.3.1   Lead teachers have responsibility for different assessment areas and provide support and shared knowledge with the wider staff team regarding their area of expertise. The result is an increased understanding of our different assessment tools and how best to use them. We have clearly designated responsibility for the management and leadership of assessment; we believe this fully supports the quality of teaching and learning.

2.3.2   Lead Teachers will:
- Develop and review their assessment tool, regularly complete Assessment Evaluations and RAG progress in collaboration with colleagues.
- Take accountability for the progress of pupils in their given area.
- Report on the effectiveness of their assessment area to the senior leadership team and the governing board.
- View and collate before and after video footage of pupils following specific interventions.
- Document individual and group achievements through case studies.
- Provide professional advice and development to the teaching and support staff including leading bi weekly Workshops, Moderations, 'Snap Shots', 'Learning Lounges', 'Lessons From' and completing 'Drop In's' to offer further support and challenge.
- Cascade relevant training and offer expert support to the wider school.

2.4   The role of the Teachers

2.4.1   Our teaching team are fully on board our assessment journey. Through the Teaching and Learning Framework, teachers understanding of Assessment for Learning is improving and this is reflected in our pupil's progress.

2.4.2   Teachers will:

- Take part in relevant training, focused working parties, workshops and seek support from established lead teachers and members of the SLT.
- Respond to advice given in the 'Focused Visit Template' which lead teachers are using to record outcomes of their personal areas of responsibility.
- Take part in appropriate teacher pilot groups and whole school meetings to help shape and inform.
- Continue to be aware of the purposes of assessment and of the need to apply standards consistently.
- Continue to embrace the autonomy and ownership given to them within all the assessment frameworks and recording systems; Ensure pupil progress is being captured, next steps are identified accordingly.
- Monitor and evaluate their teaching and the progress their pupils are making, ensuring regular closing the gap conversations impact positively on pupil outcomes.
- Seek professional dialogue and next steps from their line leader and Assistant Headteacher; attend their weekly meetings, and reflect on their 'Drop In's' and next steps given.
- Review and evaluate their planning regularly, ensuring next steps are evident and that this information is successfully cascaded to the whole class team.
- Set appropriate and challenging focuses for pupils based on personal needs, ability, learning preferences and motivators.

- Collaborate with colleagues internally to moderate regularly and when appropriate take part in external moderations, trainings and meetings to improve practice.
- Involve parents and other professionals in the monitoring process.
- Ensure that all Assessment Frameworks and SOLAR are up to date each half term and truly reflect the progress made.
- Ensure that video and photographs are used to capture the before and after when implementing new interventions to show progress and share with colleagues and families.
- Lead 'Snap Shots and 'Lessons From' about particular areas of interest or where you have seen great impact to share good practice e.g. TEACCH, Intensive Interaction, Identiplay.
- Complete Annual Reviews, EHCPs; assessing the progress of their pupils and planning their next steps accordingly.
- Use a range of assessment tools and materials (including analysis of pupil's work in books, pupil observations, guided reading records and results of class tests), alongside on-going focussed marking and notes of pupil observations, to inform their future planning.
- Use planning for assessment; Lessons contain clear learning objectives from every pupils PLP, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability and need.
- Use focussed marking where appropriate to assess children's progress in relation to the planned learning objectives, use this information when planning for subsequent lessons.
- Share next steps with TA's in order for them to fully support pupil progress.

2.5   The role of the Teaching Assistants

2.5.1   Teaching assistants are actively involved in all aspects of the pupils' day to support their learning and wellbeing. Every pupil at Riverside School has a Key Support TA.

2.5.2   Teaching Assistants will:

- Be involved in prior planning and preparation, and possess expert knowledge of the needs of individual pupils. They will support individual pupils or particular groups depending on the need of the class and the lesson.
- Take part in all areas of assessment for the class in which they are assigned. They record evidence and track progress using iPods which contain their class pupils' profiles.
- Attend all relevant training opportunities including regular snap shots and are invited to join after school workshops. Information is cascaded to them via lead teachers or their class teacher.
- Ensure resources are prepared in advance and made readily available to pupils. They will help to ensure they are accessible to all and cater to pupils' different learning styles. Resources are shared between teachers and departments in order to facilitate good practice via our Resources Support Staff.

2.6   The role of pupils

2.6.1   Pupils will:
- Be the best that they can be.
- Be listened to and given the time needed to make their personal responses.
- Be supported to be aware of and part of their own learning journey and their priority next steps.
- Take part in meaningful and appropriate celebrations; share their UPs, offer personalised praise, stars of the week, stickers, rewards etc.
- Take part in the leaver's survey and EHCP process if appropriate.
- Take part in self-assessment and peer assessment opportunities where appropriate.
- Be supported to Be All That They Can be.

2.7   The role of the Parents

2.7.1   Parents and pupils at Riverside School have an entitlement to an assessment process which:
- Highlights success and progress.
- Focuses on the things that truly matter to themselves and their families.
- Identifies needs and how those needs will be addressed.
- Provides opportunities to discuss, review and celebrate achievements.
- Works in partnership to meet learning focuses and predictions.
- Ensures that information is detailed, specific, personalised and understandable.
- Shares the progress their children are making and suggests things to support further progress at home; 'Home Learning Journey', 'Wow House' & UPs.
- Ensures families have a platform to share their celebrations and achievements made at home.

3.   External monitoring

3.1   Charlotte Downs, Assistant Headteacher scrutinises all available assessment information and discusses the school's self-evaluation, along with all matters arising from it, with the SLT, the Governing Board and the SLP (Specialist Learning Party) a group of leaders from a growing number of SEN Schools in the region.

3.2   The support of leaders from the SLP is used to evaluate the work of the school through professional discussion, moderation and assessment information comparisons, including expected progress levels. As a group we use the language of age to make comparisons as we are using a selection of different assessment levels.

3.3   Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

3.4   The Equals Curriculum is used to give a wide breadth of subject matter to our pupils, as such we take part in external Equals Moderation and Workshops.

3.5   As a Read Write Inc (RWI) flagship SEN school, the school is regularly visited to ensure high standards are maintained; we share our best practice on their website as well as our own and offer training.

3.6   Riverside will lead the way by sharing many of our assessment strategies and tools and have trained others in the effective use of RFL, RWI and our PLPs.

4.   Key Principles

4.1   Assessment is the judgement we all make about a pupil's attainment based on knowledge gained through using frameworks, observations, questioning and marking. Formal and Informal assessments inform our future planning for individual pupils.

4.2   We believe that assessment should:

- Be integrated into teaching and learning in an on-going manner to inform teachers of where pupils are in their learning and enable rigorous tracking of pupil progress
- Indicate strengths, areas for development and targets for progress
- Form the basis of dialogue with all stakeholders
- Embrace academic and holistic learning
- Take a variety of forms: formal, informal, summative and formative.
- Motivate pupils and **actively involve them** wherever appropriate in review and personal target setting.
- Raise the expectations of success and celebrate a broad range of personal achievements.

- Be proportionately manageable and always inform teachers' next steps and future planning.

4,3   Details of our assessment journey are outlined in Appendix 1.

5.1   Assessment Process

5.1.1   Assessment is fundamental to every pupil's educational process at Riverside School.

5.1.2   Assessment leads will complete an Assessment Evaluation form for each pupil alongside class teachers to ensure that there is a clear understanding of progress made, any barriers to progress and next steps for each pupil in each area. They will also 'RAG' their progress each term.

5.1.3   Progress will be compared in each assessment tool to ensure a robust system. We have defined how each level of progress should look and RAG'd into three different categories of progress: Secure, Developing and Emerging.

Secure - pupil making progress and has made more progress than may have been expected based on teacher expectations/judgement/knowledge of individual pupil, but not necessarily against a set target.

Developing - pupil making progress but there are still areas to focus on to further improve.

Emerging - pupil not making progress for any reason e.g. poor attendance, lack of engagement or confidence.

5.1.4   The different Assessment areas include:- Routes For Learning, PhAF, Eye Gaze, Sounds of Intent, Engagement Profiles, R Levels, PLPs, Stepping Stones, AQA Option Subjects, Welsh Board Literacy and Numeracy Accreditation, Performing Arts Award, Duke of Edinburgh Award, Swimming Award, Read Write Inc and Rebound Therapy.

5.2   Formative assessment (Assessment for Learning)

5.2.1   Formative assessment can create a positive learning environment where pupils if able can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

5.2.2   Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. Riverside will continue to prioritise Assessment for Learning (AFL) throughout the school.

5.2.3   A Lead teacher will have overall responsibility for AFL and will deliver training to the wider school and share good practice and resources to support our wide range of pupils. AFL was also the lesson observation focus in Key Stages 4 and 5 and Primary Adventurers' Phase observations, allowing an opportunity to scrutinise AFL in action.

5.2.4   AFL will be used to positively support pupil outcomes in a range of creative and personalised ways. This will include a particular focus, where appropriate, on supporting pupils to be aware of and part of their own learning journey and their priority next steps.

5.2.5   Due to the wide variety of learning styles and needs, a 'one system for all' approach would not be beneficial or appropriate. Good practice is shared and strategies and resources made available for teachers to use as needed to support individual pupil progress.

5.2.6   An example of recording template in shown at Appendix 2 .

5.2.7   Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.

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- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the child's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

5.2.8   Methods of formative assessment include the following:

- Question and answer sessions
- Hot seating
- Quizzes
- Pupils are provided opportunities to follow-up teachers' marking with questions.
- Pupils are encouraged to take part in opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment).
- Where appropriate the learning objective of a lesson is explained at the start and displayed or referred to throughout.
- Pupils PLPs are displayed in the classroom and where appropriate and meaningful pupils are supported to be aware of them and what they are focusing on.
- Class teacher *informal* assessments; holistic pupil observations during learning activities, pupil feedback, teacher questioning, weekly marking and on-going class dialogue.
- Responses made to pupils during interventions such as Intensive Interaction and vice versa.
- Case Studies documenting a pupil or a group of pupils progress journey and next steps.
- Health professional input in target setting for individual pupils both within the class and when on a 1:1 basis.
- Formal annual review of every EHC Plan, ensuring consistency with our PLPs.
- Statutory Assessment where appropriate.
- Daily records and regular summaries of learning activities to inform future planning.
- Engagement Profiling is used where appropriate to enable focus pupils to move further up the Engagement Ladder, as well as show greater engagement in an increased range of activities.

5.2.9   Class teacher assessment of individual pupil's curriculum needs and their priority next steps will take place three times a year prior to writing the pupils PLPs. These take place in the form of *Structured Conversations* with the parent/carer, key worker, multi-agency staff where appropriate and the pupil where able and refer to:-

- Current pupil progress and achievements
- Areas of strength and areas for development in the coming term
- The parent's wishes for the pupil and any concerns addressed
- Progress reports from our Health Professional colleagues included where appropriate
- The pupil's views, by attendance at Annual reviews and PLP planning meetings
- The pupil's EHCP

5.3   Summative assessment (assessment of learning)

5.3.1   Summative assessment is important for:

- Accurate information regarding a pupil's attainment and progress.
- Informing both parents and teachers of a pupil's attainment and progress.

5.3.2   Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.

- Ensure statutory assessments at the end of KS1 and KS2.
- Provide information about cohort areas of strength and weakness to build from in the future.

5.3.3   Methods of summative assessment include:

- End of year exams.
- Projects and course work which contribute to a final grade.
- External examinations such as the Phonics Screening tests.

5.3.4   In order to make a meaningful assessment of each pupil when they join Riverside, pupils will be baselined and the data will be submitted and inputted into SOLAR within the first half term. This will allow us to create a full and accurate picture from which we can measure and predict future progress.

5.3.5   The Stepping Stones document supports staff within the EYFS to robustly baseline their pupils in preparation for moving them onto the R Levels in year 1.

5.3.6   Moving on from baseline assessment, all pupils will be formally assessed on an on-going basis. This will be underpinned by a rigorous half termly moderation process to ensure that the data within SOLAR is robust. Every pupils SOLAR tracker is quality assured each half term and closing the gap conversations take place to address any anomalies and plan next steps accordingly. SOLAR tracks our R Level and PLP assessment information.

5.4   Analysis of Assessment Information

5.4.1   Assessment data from SOLAR will be analysed each half term and support will be put in place to ensure that pupils who are not making expected progress are supported to close gaps by the teacher. This will allow us to analyse, evaluate and bench – mark the attainment and progress of our pupils against the attainment and progress of other pupils nationally of the same age, level of prior attainment and categories of Special Educational Need.

5.4.2   By providing a robust and reliable measure of progress and identifying potential areas of concern, SOLAR will allow us to take informed and appropriate actions to improve outcomes for pupils.

5.5   Enhancing learning and teaching opportunities

5.5.1   Once the assessment information has been analysed and presented to the Leadership Team it will be discussed within phase meetings and one to one meetings with individual teachers and class teams. Decisions will be made in the meetings on how to move forward by enhancing teaching and learning opportunities for the coming term.

6.   Moderation

6.1   Moderation is highly valued and conducted both in house and externally. We moderate our R Levels, PLPs, UPs and have continued to moderate RFL. We have started Engagement Profile moderation opportunities including moderating video samples.

6.2   Moderation is conducted regularly; once a half term teachers together with members of SLT on a specific focus. Teachers bring three pieces of evidence to support a pupil's level. Tables are set up to cover different levels and teachers split up accordingly.

6.3   'Critical Friend' objects of reference cards are used and teachers take turns to be the critical friend and challenge in a supportive way, as it was historically found that teachers find it hard to challenge evidence that their colleagues brought. As a group they then complete moderation sheets and attach the work evidence. We have updated our moderation forms to include 'main points from discussion' as we want the focus to be on rich discussion and next steps. Teachers also moderate as part of their individual planning groups once a term without SLT support. The moderation focuses on ensuring that teachers judgements of levels or language used to describe progress made is consistent e.g. one teachers 'generalised' is the same as someone else's.

6.4   Feedback from internal moderation included teachers wanting to take this opportunity (a time when they were organised as colleagues supporting pupils working at particular levels) to share good practice and ideas for teaching strategies etc. We have now included this within the moderation meetings.

6.5   External moderation is conducted regularly with schools attached to the SLP. Riverside's Equivalency table is used for support as schools are now using different systems, this ensures moderation using age as a common language. Teachers have found these events really useful and this provides reassurance of the levels we are giving to our work as our moderating examples have always been agreed. The Glebe hosts these events currently and is building an ongoing moderation portfolio on CD's. We have contributed suggestions which have been included to the events e.g. our critical friend approach and including Early Cognitive Levels and Early Years to the moderation.

6.6   Within the SLP we have assigned leaders for different subjects to chair meetings, share good practice and further moderate.

6.7   Riverside takes part in progression guidance workshops (SLP) comparing data from 8 SEN Schools to ensure we are confident with our expected progress, which we are, we are meeting in November to compare levels of progress made by pupils within the last school year.

6.8   Riverside liaises with schools who use SOLAR to moderate expected progress and flight paths when setting our own expected progress levels.

6.9   Local Authority Moderation is also used and has provided feedback (Key Stage 1, June 2015) stating that a range of meaningful ways to moderate is used and judgement were validated.

6.10   Borough briefings are attended regarding moderation and making returns to ensure that we are confident with deciding if we have any pupils eligible for particular assessments e.g. For the Phonics Screening, we check all age appropriate pupils at two points throughout the year. We also check all our coding's when making returns with the borough to ensure we are acting consistently in accordance to the local authority advice.

6.11   Equals moderation events are also attended to support our Equals curriculum and assessment. During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation. We are passionate about moderation and do this extensively both inhouse and externally, this year we have begun to moderate our PLPs and UPs alongside our EHCP's to ensure they are consistently supportive of each other.

7.   Early Years

7.1   Stepping Stones Assessment Information Analysis

7.1.1   The Early Years Stepping Stones framework is used to assess pupils of Reception age. This framework includes additional smaller steps of progress within the PRIME areas of learning which are considered to be of the most importance for our pupils.

7.1.2   The Prime Areas of learning include: Communication and Language, Physical Development and Personal, Social and Emotional Development. The levels of development progress through an alphabetical progress system from A1 to F3. By removing the term "months" , profoundly personalised progress is shared with families without the worry that they are focussing on these terms and making age related comparisons with neuro-typical children

7.1.3   All of the information collated over the time in the Early Years classes provides the evidence base for pupils to be fully assessed against the Stepping Stones Framework and also to be base lined onto the schools R Levels.

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7.2   Focussed observations

7.2.1   Focussed observation involves focussing on the pupil for approximately ten minutes and documenting what they do (this may involve written note taking or video recording). If appropriate, the adult will support play when conducting this observation. The focussed observation is then analysed and the next steps are identified and planned for, for the following week.

7.3   Spontaneous observations

7.3.1   Short, spontaneous 'capture the moment' observations are made. Teachers and TA's document observations using class iPods, using the 2 Simple Programme or use sticky notes to document what the pupil has done. These are then linked to the appropriate band and filed into the pupil's individual learning journal along with other observations. Both the long and short observations are used to provide evidence to assess and complete the Stepping Stones Profile, and termly judgements are made using this information.

7.4   Learning Journals

7.4.1   These are folders that highlight key achievements for the pupils. Photographs of key events in Reception and exemplar pieces of work, mainly done independently by the children, are included in this book. Parents and families are encouraged to send in pieces of work, certificates and photographs that can be included in the book to create a whole picture of the child. These folders provide key evidence in support of the profile points, which creates a record of attainment for each child.

7.5   Focus activity

7.5.1   During focussed activities, teaching staff write comments on the pupil's work, using sticky notes, often identifying the level of support needed or if the work was done independently. If meaningful and appropriate pupils are encouraged to discuss their work and next steps are also discussed with the pupils in child friendly terms.

8.   Key stage 1 and 2

8.1   Teachers use assessment for learning to provide on-going assessment, through the use of focussed marking and/or observations of children's work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and focuses, and to identify and set next steps for each child. These are within their R Levels, PLPS and other personalised Assessment Frameworks they may be accessing.

8.2   Teachers use the pupils PLPs to lead their pupils personalised curriculum, they also use the Equals Curriculum to ensure a wide breadth of subject matter is covered and the R Levels are used to assess their cognitive ability and may help to guide next priority areas.
Pupils receive regular and timely verbal feedback on their progress in appropriate and motivating ways.

8.3   Annotated plans and planning notes, made by class teachers and other adults involved with each pupil, record other important information about the progress of pupils in the class. Teachers and TA's document observations using class iPods, using the 2 Simple Programme, these are then linked to the appropriate R Level or PLP focus and filed into the pupil's individual profile. These can be in the form of a written observation or a photograph or video clip. These are then signposted on SOLAR so no assessment is missed. These are then printed out regularly and added to the Pupils Individual Achievement Folder.

8.4   Teachers are responsible for analysing SOLAR and printing the SOLAR tracking grids at least half termly, where they annotate them and alert the Assessment Lead to any anomalies and need for Closing the Gap conversations. Interventions and strategies can then be planned and implemented. Termly pupil progress reviews are used to identify and analyse progress and

set targets in reading, writing and maths for classes and cohorts.

9.   Key Stage 3

9.1   As well as continuing with the Equals Curriculum, R Levels, PLPs and other personalised Assessment Frameworks, all Key Stage 3 pupils are also either on the Discovery or Explorer Arts Award. This monitors their participation in arts activities, encourages an awareness of artists and their work, celebrates sharing their arts skills and supports identification of what they enjoy and achieve in the arts.

9.2   Pupils complete the Arts Award throughout their time in the Key Stage 3 phase. Award coursework is submitted for moderation at the end of Key Stage 3.
In some classes where appropriate tests may be used to identify progress and gaps in learning e.g. a spelling test.

10.   Key Stage 4&5

10.1   The Equals 'Moving On' Curriculum is used to support our pupils to be involved in a stimulating and appropriate curriculum to best prepare them all for their future. It includes subjects within Vocational studies, World Studies and Independent Living, offering a broad and balanced curriculum during their post-14 education.

10.2   The Equals Curriculum contains five separate one-year programmes of learning: Adventurer, Explorer, Traveller, Voyager and Globetrotter.

10.3   'Moving On' is not intended to be a prescriptive programme of work, but a tool to assist schools, colleges and day centres with their planning and accreditation.

10.4   An 'Options' approach is used to allow our pupils and their families to choose which subjects to take, thereby individualising their own learning programmes, whilst taking into account their motivations, passions and interests. This also helps to prepare those pupils who may transition to a college environment where they may take different subjects taught by different teachers in different settings.

10.5   AQA certificates will cover a range of further subjects to ensure that every single pupil is able to take part and leave with a CV of skills and accreditations. This will involve every pupil within the Key Stage. This means that every pupil where possible is enrolled in two option subjects; Food Technology, Arts Award, Design Technology, Switch Skills, Making Connections, Media Studies, ICT Advanced Skills, Swimming, Physical Education, Rebound Therapy, Health and Wellbeing, Art, Home and Gardening, and Performing/Expressive Arts.

10.6   Pupils are able to work through the Unit Awards at their own pace and have their individual achievements recognised.

10.7   All pupils for whom English and Maths accreditation is appropriate are taught and entered for a formal English or/and Maths qualification.
    Qualification title: WJEC – Entry Pathways Qualifications in MATHEMATICS
    Qualification title: WJEC - Qualifications in Personal Progress ENGLISH

11.   Monitoring and reporting

11.1   This policy will be reviewed bi-annually by the PACT Committee.

11.2   The governor's annual report will contain updates and analysis regarding Assessment at the school.

11.3   Reporting to parents/carers provides the opportunity for communication about their

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child's achievements, abilities and future targets. Termly UPs and yearly reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

11.4   Opportunities are provided for two parent consultation evenings/days so that parents can discuss how well their child has settled and are able to be involved in the outcome/focus setting process.

11.5   A yearly written report is produced which includes the results of statutory tests and assessments, and gives information relating to progress and attainment.

11.6   A DVD is produced by the class team for every pupil, showcasing their personal achievements and progress throughout the year in a truly meaningful way for the whole family to share.

11.7   Class teams complete the home school contact book daily, answering any questions that arise. Parents are also given the opportunity to discuss their child's progress further and such appointments are welcomed.

12.   Self-evaluation

12.1   Discussion with senior leaders

Senior leaders discuss the following questions to assess the quality of Assessment at school:

- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?
- To what extent do teachers use assessment within the lesson (for example mini-whiteboards and questioning) to ensure that all pupils understand the lesson objectives?
- Are judgements based on the interpretation and evaluation of assessment information and evidence?
- Are strengths and weaknesses identified?
- What strategies do teaching assistants employ to support Assessment for learning?
- Where appropriate do pupils work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?
- What happens if pupils are absent or have long term ill health? What support is in place to help them?

12.2   Discussion with pupils

12.2.1   Where pupils are able to cognitively understand and discuss their own learning, the following questions should be discussed with pupils to assess the quality of assessment at school:

- Do you know your targets? What are they?
- How do you know when you have achieved your targets?
- Who helps you to achieve your targets? What sort of things do they do?
- What happens if you can't achieve your targets?
- Tell me about this piece of work. What were you learning?
- Show me a piece of work that you are really proud of or makes you feel happy. Why?
- What do you think the school could do to make learning more enjoyable/interesting for you?
- What do you find challenging/difficult?

12.2.2   The above discussion points are not appropriate for a large majority of our pupils. For them, time is taken to make meaningful relationships, to observe, to use our expert knowledge of individual pupils, to gain input from multi agency professionals and families in order to gain an accurate picture of the quality and impact of assessment at Riverside School for all pupils.

Our Assessment Journey

Our assessment journey continued with the Rochford review in the forefront of our minds. We participated in the National debate and made contributions during the consultation period (See the Spring Report 2017 for full details of our full response).

Our journey has been one of personalised assessment to complement our personalised curriculums whilst ensuring we continue to be outward facing and in ongoing dialogue with colleagues in other specialist provisions. We have continued to develop our relationships with other schools within the Specialist Learning Partnership (SLP) and have kept abreast of all developments and guidance within the field of Special Education.

Personal Learning Plans (PLPs) & Unique Profiles (UPs)

In November 2015, we launched our new Personal Learning Plans (PLPs). These replaced what were previously Individual Education Plans (IEPs). We are passionate about focussing on the factors that really make a difference to our pupils' lives and the lives of our families. We were also fully committed to ensuring that the new PLPs reflected what families felt were the most important factors at that point in time. We ensured that every pupil's class teacher included the key support worker in the process and also consulted with the therapists who know and work with each of them. The idea was that, together, we would identify the significant and meaningful outcomes and ensure that what we are teaching every day works towards achieving them. We pride ourselves on offering each pupil a personalised curriculum and we really believe the PLPs fully support this holistic process.

The PLPs achieve this by outlining the three main outcomes that have been decided upon and then breaking these down into six key foci. These then enable the whole class team, therapists and families to support our pupils on their journey to achieve them. For example, one pupil's main outcome was to be able to walk down the aisle at her mother's wedding. The key foci were then based around ways to support this, including lots of physical and gross motor skills activities. They also featured creative ways to include numeracy and literacy foci, such as 'to listen to instructions as we play hide and seek with the class bear and count the steps I take to find him'.

We wanted to respond to our teachers' requests to have the time to work on the things that really matter and we also wanted to be able to show the progress our pupils are making in all these personalised and hugely important areas.

Each pupil receives three PLPs each academic year, written at the beginning of each school term. At the end of the term families will receive information regarding the progress their child has made and their next steps; these form part of the 'Unique Pupil Profiles' UPs.

As part of the SEND Reforms, the new Education, Health and Care Plans are designed to look at outcomes as each pupil progresses through school and beyond. EHC plans replace statements of special educational needs. They include special educational provision, health provision and social care provision.

We are confident that our PLPs support this process and ensure that every pupil has every opportunity to fulfil their potential and Be All That They Can Be.

The PLPs refer to the SEND codes of practice up to year 11 (Which supports the EHCP process) and then the 'Preparing for Adulthood' pathways from year 12 and beyond.

To complement our PLPs, we have produced our Unique Pupil Profiles. We wanted to show an overview of all the different elements which make up our pupils' personalised and truly holistic curriculum. We wanted to share these with families and other professionals on one clear page and celebrate the progress that our pupils make in each of these areas.

We recognise that the evidence which tracking R Levels produces is extremely important in documenting the progress our pupils make within Literacy and Numeracy. We also wanted to show the progress our pupils make in all areas of their school life, for example rebound therapy, swimming, wellbeing, eye gaze etc. We wanted to be able to celebrate the progress our pupils are making in terms of their skills for life. One pupil's school day can look completely different to another pupil in the same class according to their individual needs, interests, and learning preferences and the assessment tools that, therefore, different for each pupil. We are very proud of the diversity within our curriculum and our assessment tools needed to mirror this. By doing so, we are in a position to evidence the outstanding progress that our pupils make.

We looked at curriculums at a number of other specialist schools and researched ways to document holistic progress. By starting this process early in the aftermath of 'Life without Levels', we embraced the national drive for schools to do what is right for their pupils. We drew upon the work of Penny Lacey and used her notion of 'Scruffy Targets' to guide our thinking and development of our new systems. This is an alternative approach to the well-established targets which we felt were no longer always the most appropriate for our pupils and gave teachers the confidence and autonomy to write outcomes that were challenging, meaningful and appropriate.

The Unique Profiles are completed retrospectively at the end of each term. There are 6 areas which will be completed to show the progress that our pupils have made throughout the term and there will also be areas to complete the progress made by the PLPs. Each profile will include an Assessment Toolkit which will list all the assessment tools that the pupil is accessing. This will easily enable us to have an overview of each pupil's assessment framework. Teachers will also be recording pupils' next steps on the Unique Profiles which will enable everyone to see what the next focus will be.

In documenting the progress made we were conscious that in the past we have found it hard to show the progress made by our pupils working at early cognitive levels as language around targets have suggested 'they can' or 'they can't'. We wanted to take into account meaningful factors for deep learning such as prompting that may be needed or the level of sustainability. Our new gradients show whether pupils can use their new skill independently, with different levels of support, if they can remember it over time and if they can generalise the skill and use it in different contexts or with different people. We believe this is far more meaningful for our pupils and their families and gives us real scope to teach new skills at a profound level, giving us the confidence to take the time needed.

We continue to highly value family contributions towards the PLPs. They are written alongside the EHCPs, ensuring the outcomes within the EHCPs reflect and complement the focuses and outcomes within the PLPs and vice versa. We continue to be committed to ensuring these two documents support each other.

We are continuing to track progress within the PLPs electronically to identify any trends within 'The Preparing for Adulthood Pathways' or 'SEND Code of Practice' areas, using the below key to show the rate of progress made.

> **Key**
> Emerging - I can do this with a high level of support; physical, visual, spoken.
> Developing- I can do this with minimal support.
> Maintained - I can repeatedly do this and remember it after a break.
> Generalised - I can do this in different settings and with different people.

We are very interested in doing more research and work into how we can document and report on progress made in fundamental areas such as happiness and personal fulfilment. This is something we feel we have begun to capture with the Unique Pupil Profile but we are confident

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we will be able to show further using our newly launched Happiness Passports.
R Levels

In order to create our 'R Levels' we consulted with our colleagues at SOLAR and formed links with Wilson Stuart School in Birmingham, a special school with a similar cohort of pupils to Riverside. Wilson Stuart was one of the first schools to devise and develop their own set of descriptors. We used these levels as our starting point and, as a leadership assessment team in consultation with our teachers, we personalised these, re-writing many of them and making them appropriate for our pupils.

Notably we devised a set of early cognitive level descriptors (R1i-R3ii) to ensure we were capturing all the progress for pupils working at these early levels. We also separated and personalised speaking and listening level descriptors to ensure we were supporting our pupils with 'spiky' profiles in these areas as Wilson Stuart did not distinguish between the two strands. All our pupils are now working on R Levels, making it easier to analyse and compare our data sets across the school. R Levels range from R1i to R18 and can be compared with other schools nationally using different systems by referencing our pupils' age equivalency.

We joined a Specialist Learning Partnership of senior leaders with other local special schools to analyse, benchmark and moderate assessment across our schools in order to ensure we are addressing the issue of national benchmarking in this time of change. As previous progression guidance for target setting was no longer suitable, we worked with schools from the Specialist Learning Partnership to compare and share best practice in setting appropriate and challenging predictions. We looked at our historical data and progress made by our pupils within differing cohorts and subsequently devised our own predictions formulae. Our aspirational prediction formulae are shown below:

Riverside School R-Level Predictions (Academic Year 2015/2016)			
Year Start Level	**Term 1 Prediction**	**Term 2 Prediction**	**Term 3 Prediction**
R1 to R3.99%	Year Start Level + 4%	Year Start Level + 8%	Year Start Level + 12%
R4 to R6.99%	Year Start Level + 8%	Year Start Level + 16%	Year Start Level + 24%
R7 to R8.99%	Year Start Level + 12%	Year Start Level + 24%	Year Start Level + 36%
R9 to R10.99%	Year Start Level + 16%	Year Start Level + 32%	Year Start Level + 48%
R11 to R12.99%	Year Start Level + 20%	Year Start Level + 40%	Year Start Level + 60%
R13 to R14.99%	Year Start Level + 24%	Year Start Level + 48%	Year Start Level + 72%

We have also set our own exceeded levels of pupil progress as a result of discussions and benchmarking with the SLP. We have worked closely with our special school colleagues and embraced the changing climate which allowed us to share good practice.

Further to the introduction of R levels predictions in 2015/16. We introduced 'exceeded'. In order to do this we reviewed a year of data and compared our findings with the SLP as well as other solar schools before setting our exceeded progress benchmark. We have set our exceeded expectation threshold at 3% above the expected progress.

As we are now in our 3rd year of using R Levels for assessment, we are now in a position to show our point to point progress reports from 2014 for individual pupils, enabling us to see any possible trends stretching over the full three years.

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Formative Assessment template

The below example shows the template we use to capture and record individual next steps.

These are displayed in classrooms to enable notes to be quickly added to inform future learning.

We know that for many of our pupils, successful AFL is focused on the support offered to them individually during lessons e.g
1. Teachers ensuring they pause for a sufficient length of time after offering a pupil a choice or an experience to allow the pupil enough time to process the information or
2. Ensuring a staff member swaps the two objects that a pupil may be eye gazing between to ensure that a firm choice was made.

These strategies are also documented in a handy crib sheet and displayed in classrooms, where appropriate, as a helpful reminder and prompt. Our AFL lead also spends time in classes completing the Focus Visit template to support teachers in further embedding successful AFL strategies.

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