Policy for Assessment and Pupil Tracking

(R.E.A.L. Education Ltd.)
(R.E.A.L. Independent Schools, Ilkeston)
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Revision history:
06/05/22 - Amended in light of Evidence for Learning being commissioned, to include the assessment of learners with English as an additional language and in light of the new tracking for Personal Development and Wellbeing
18/05/21 - Fully revised in light of updated Curriculum Policy and reviewed assessment process.
03/09/19 - Fully Revised in light of changes to QA, assessment and tracking practices plus some preparation for the new framework.
03/09/17 - Changes with regards to progress made by the school with regards to tracking and QA. Also in light of the July 2017 OFSTED
01/03/14: - No amendments to policy.
01/03/12: - Policy written for R.E.A.L. Independent Schools.

Aim

It is our aim that our assessment and pupil tracking policy and processes become part of a cycle of continuous improvement and this policy links very closely to the Marking and Feedback Policy. We believe that assessment is not an end in itself; its purpose is to support teaching and learning by identifying what learners already know and can do and what their next steps should be.

At REAL Independent Schools we offer an inclusive, differentiated and personalised approach to assessment to provide the opportunity for all learners, including those who are from low starting points, to make outstanding progress.

Initial Assessments and Baseline

In order to be able to accurately measure progress, teaching and support staff need a clear understanding of starting points.

The cohort of children and young people referred to R.E.A.L. Independent Schools share a profile of complex additional needs and are often disenfranchised from the learning experience. Many of our learners have poor self image, low self esteem and an inaccurate view of their own abilities. The initial engagement and assessment process will establish holistic baseline data to inform the Individual Curriculum Intent Profile, an initial assessment of risk and an identified curriculum pathway.

This period of assessment will be led by the identified Learning Manager and in collaboration with the Referral and Intervention Team where appropriate. Information will be collated and recorded on the Assessment Profile (see appendix)

Assessment is a continuous process to enable us to identify existing and emerging needs and it is expected that for some learners the period of initial engagement and baselining may take a longer period of time.

In order to accommodate the challenges presented by a more formal approach to assessment, and for some learners who may be disengaged from education, REAL Independent Schools team have developed a person centred and graduated approach to assessment. This may include some non-traditional approaches that enable us to gain a broad knowledge and understanding of the individual which will encourage all learners to make strong progress from their starting point.

Assessment of Learners who have English as an Additional Language

Our school shall assess the proficiency of EAL learners by using the 5 proficiency levels found in the DFE document - English proficiency of pupils with English as an additional language. (Feb 2020) These five levels are:-

A: New to English:
May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition:
May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence:
May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent:
Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent:

Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

N: Not Yet Assessed
This is also available for use where the school has not yet had time to assess proficiency.

Incidental assessment

Our flexible and person centred approach to assessment means that we are able to demonstrate where learners' apply different skills within a curriculum area that are outside of the intended session outcome. We need to be alert to the 'wow moments' where a learner engages in a task for the first time or displays a skill or attitude which has not previously been observed. These significant steps need to be valued, recorded and shared with Learning Managers and the other staff working on the individual learners timetable.

Assessment, Tracking and Monitoring of Progress

We have found that formative assessment strategies are the most powerful in ensuring learners are able to make good or outstanding progress. This includes day to day assessment against the specific and measurable learning objectives during their sessions.

In addition Curriculum Leads have a range of summative assessments available for those learners who are accessing the National Curriculum or accredited programmes and who can cope with this. We feel that learning is best assessed through planned assessment tasks and these should ideally be planned for prior to the session taking place. These should be presented to learners as opportunities to 'show off what they know'.

There is an expectation for staff to monitor the progress of learners every session and this should be used to inform planning. Learners will be given a score every session using the progress criteria against their learning objectives. Progress towards individual targets and EHCP intended outcomes will be tracked within an individual's R.E.A.L Progression Framework on the Evidence for Learning platform. It is expected that staff will regularly upload evidence to a learner's individual framework. This will form the basis for a personalised curriculum for learners on pathway 1 and 2. Additionally it is expected that all staff will evidence the progress that a learner makes in PSHE for learners on pathway 1 and 2. Evidence of this can be found within their individual PSHE framework on Evidence for Learning platform in the form of photographs, summary statements and videos. Learning Managers will complete a summative assessment of these at least termly and at the annual

review. For some learners who may require lots of consolidation, progress scores will likely be over a series of sessions.

In addition to academic progress tracking we also assess, track and monitor learner behaviour, and attitude to learning.

Staff record learner progress scores within their lesson preparation and then use these to inform summative assessment decisions for calendared termly learner progress monitoring. Data will be shared with Curriculum Leads, Learning Managers, Deputy Heads, Senior Leaders and Governors. In addition this data is used to inform Raising Achievement Group Meetings and to set challenging short term targets and review longer term targets. This allows us to respond swiftly to any progress concerns and provide early intervention to support learners' continued holistic progress.

Personal Development and Wellbeing is assessed and tracked through our Personal Development and Wellbeing Tracker. Learning Managers complete this with each learner termly and where concerns are identified Learning Managers with the support of the Personal Development and Behaviour and Attitudes Leads and the wider ESP team will identify appropriate support and intervention.

Reporting Progress

We will provide a minimum of 2 written reports per academic year to parents and stakeholders. One of these will be inline with EHCP and Person Centred Review Process. Learning Managers will also provide ongoing feedback throughout the academic year as required.

We will report on progress to Governors 3 times per year through the Head of Schools report to Governors. We will provide further data for Governors around accredited outcomes annually.

Appendix 1 - Assessment Process

Ethos: "Don't enter data alone"

 Progress is priority

Data Input - Deadlines set at the start of the year/term as part of an "assessment schedule/calendar"

1. Progress and engagement data is input onto the new progress monitoring form and linked to the new backsheet by 9am on deadline day
2. SLT share data with Learning Managers where Learning Managers check for gaps
3. SLT contacts learning managers who have missing data to get it input by lunchtime. If data is still missing by the end of lunchtime, SLT to make phone calls to staff.
4. Reports for Deputies, Learning Managers, Subject Leads and SLT shared.
5. Admin; print reports for learning managers to send home, update praise/celebration boards
6. Learners feedback their thoughts on their own reports to learning managers and tutors/teachers
7. Parents/carers should get feedback on their son/daughter's reports & request follow up via learning manager
8. Raising Achievement Group Meetings: Learning Managers, Subject Leads and SLT meet to discuss the concerns only and formulate plans for intervention
9. Thursday or Friday or the following Monday - Learning Managers, Subject Leads and SLT meet to discuss learners making good/exceptional progress and formulate plans for celebration
10. Information collated and sent to governors

Senior Leadership Team

- Ensure moderation process has been followed prior to data input and that subject leads/teachers have had conversations with those inputting data to ensure accuracy
- Capacity created to see/speak to learning managers/staff/most challenging parents
- Analyse the following areas; subject; learning manager; school; SLT to hold relevant staff to account for the accuracy of data; the progress of individuals and groups; teachers' and tutors' performance; key cohorts (LAC, PP, BAME, EAL, Boys vs Girls, HPA etc)
- Meet with subject leads, learning managers and deputies to interrogate the data by discussing and supporting with interventions via Raising Achievement Group meetings - e.g. severe behaviour following previous intervention OR once middle leader intervention has failed

- QA and monitor the intervention process & request evidence
- Invite parents/carers/commissioners in for discussions
- Email information to Clerk to Governors in preparation for discussion at next T&L governors meeting

Subject Leads

- Provide criteria for level of progress within their area - i.e. what does expected progress towards a pass at FS Level 2 Maths look like
- Interrogate and moderate the accuracy of assessment evidence and learner data (linked to progress monitoring form set criteria), where possible, prior to data being submitted
- Hold teaching staff and Learning Managers to account for data.
- Work collaboratively with curriculum leads and teaching staff to identify and monitor the success of additional support and interventions
- Analysis of data to be submitted to Heads of Area in line with school data and assessment process and decide which learners will need which level of intervention - e.g. delivery staff, subject lead, learning manager, deputy, head of area, head teacher
- Coach and support staff to provide resources and enable teaching staff to deliver targeted interventions?
- QA and monitor the agreed interventions
- Attend and input to RAG meetings

Deputies

- Support teaching staff with progress data input
- Gain an overview of all young people on the roll of their setting and help to formulate the intervention strategy
- Monitor interventions for learners on roll and liaise with Learning Managers about progress following interventions
- Liaise with parents/carers of learners on roll in their setting to address any issues/concerns
- Attend and input to RAG meetings

Learning Manager

- Ensure that accurate baseline assessment data and engagement profiling is in place for all learners and reflected within the school provision map
- Ensure that all learners are able to make strong progress from their individual starting points
- QA/monitor the quality of assessment evidence within learning preparation forms

- Ensure that teaching staff have submitted data in a timely manner and in line with the schools assessment process
- Check the accuracy of the data inputted
- Decide and record what reason and additional support or intervention needs to be implemented within the schools provision map
- Work collaboratively with curriculum leads and teaching staff to monitor the success of additional support and interventions
- Ensure that learner progress and data is a core focus of curriculum planning meetings.
- Communicate regularly with parents/carers, senior leaders and commissioners both formally (curriculum reports) and informally (telephone conversations, rewards systems etc)
- QA and monitor the agreed interventions
- Field any queries about reports/progress data & pass on any complex concerns/issues to deputies, heads of area or headteacher for support
- Attend and input to RAG meetings

Delivery staff

- Record progress scores each session within lesson preparation form for progress towards targets, attitude to learning and behaviour
- Communicate with Learning Manager and complete relevant SIRF (if appropriate) where there is a cause for concern
- Submit termly progress data via the progress monitoring form
- Submit a minimum of 2 written curriculum reports per academic year in line with school expectations. One of these should be linked to EHCP
- Work collaboratively with Learning Managers and curriculum leads to support interventions
- Have discussions with individual learners about their progress in your area during sessions - this should be on a regular basis but particularly after a data input
- Follow any agreed intervention by the learning manager and report back on its impact

Admin Team

- Print reports and send to parents
- Update praise/celebrations & any other boards
- Support with SLT data gathering and analysis

Appendix 2 - Progress Monitoring Criteria

Attitude to Learning / Engagement Criteria

4. Outstanding or Exceeding expectations (Green)	- Actively participates and is curious about learning and fully engaged - Willing to try new things - Seeks feedback on how to improve - Demonstrates resilience and will persevere with challenges, even when they are difficult - Is able to work independently and is self disciplined - Consistently works above and beyond expectations and is proud of their achievements
3. Expected / Good (Green)	- Participates in the session - Shows interest in what they their learning and is generally attentive and focused at an expected level reflective of their individual needs within their EHCP - Generally responds to feedback and targets, and completes set tasks - Is developing resilience and is willing to persevere when things are difficult - Follows instructions and settles in their allocated learning space - Takes pride in their work
2. Inconsistent / Working Towards (Amber)	- Sometimes participates in the session - Needs regular reminding of expectations - Does not try to improve their work after feedback - Regularly gives up when things get difficult - Doesn't always spend an adequate amount of time on tasks - Lacks organisation skills and requires lots of input from staff - May prioritise other things over learning such as phone, disrupting others
1. Causing Concern (Red)	- Refuses to engage in all activities offered, disrupts others and doesn't follow instructions - Fails to act on feedback provided, and as a result isn't making any progress - Is not interested in engaging in a learning conversation - Takes little or no responsibility for their own behaviour

Progress towards learning objectives / academic targets

4. Exceeding expectations for the session (secure) (Green)	- Learners has made outstanding progress in a session against their **individua**l learning objectives for their appropriate pathway.. - They may have demonstrated mastery. - They may have been able to apply learning in a different context. - Learning may have been mostly independent. - Learner may have accessed extension tasks. - Learner may support others with their learning
3. Expected (understanding) (Green)	- Individualised Learning Objectives achieved and evidenced or recorded during the session. - Learners may be beginning to understand the key concepts - For example; learners working towards Pre key stage levels may progress at a slower rate and; it may take a number of sessions to achieve the intended learning outcomes. **For these learners a grade 2 could be recorded as a 3.**
2. Working Towards (emerging) (Amber)	- Learner may have participated in an activity or discussion based upon objectives set. - Learner may have achieved other outcomes that were not the intended learning outcomes and this should be recorded in line with the school assessment policy.
1. No evidence - cause for concern (Red)	Very poor attendance

Behaviour

4. Exceeding expectations (Green)	- Learner models good or outstanding behaviour in most sessions - Demonstrates positive relationships and can work collaboratively with tutors, other adults, peers and members of the public - Can behave appropriately in a range of environments, car, hub, community - Has a range of strategies to manage their own behaviour effectively - Copes well with challenging situations - Can regulate their own behaviour
3. Expected (Green)	- Demonstrates appropriate behaviour for the setting - Follows instructions when applied appropriately - Can be helpful, friendly, respectful most of the time - Avoids risk taking behaviours - Is able to regulate with support - Beginning to positively express own feelings and emotions
2. Working towards (Amber)	- Requires lots of regular support and prompts to manage their behaviour appropriately - Has difficulty following instructions and building relationships
1. Serious cause for concern (Red)	SIRF completed, intervention required in line with behaviour policy

Appendix 3 - Assessment Profile

R.E.A.L. Learner Initial Assessment Profile

Name:	
Date of Birth:	
Curriculum Year:	
Learning Manager:	
Referral and Assessment Team Member:	
Initial Assessment Date:	
Subsequent Assessment Dates:	

Area of Need	Summary of Assessment (focus on strengths and areas for development)
Social, Communication and Interaction	
Attendance, Venues & Behaviour	
Sensory needs and processing	
Independence and Community Participation	
Physical and Self Care	

Emotional Health and Wellbeing	
Cognition and Learning	

Priority Areas for Development
1
2
3

Assessment Area	Assessment Used	Result Summary
Reading profile upon entry:		
Spelling profile upon entry:		
Writing upon entry:		
Maths profile upon entry:		
ICT / Computing upon entry:		

Gap analysis / Curriculum Priority Areas for Development

1	
2	
3	

Recommended R.E.A.L Curriculum Pathway

Initial recommendations to Learning Manager for curriculum planning
1
2
3
4.
5.