

Inspire - Enable - Achieve



The Vale Federation Stocklake Park School Assessment, Recording and Reporting Policy

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Signed:



Principal

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Statement of Intent

At the Vale Federation we aim to promote an inclusive and holistic approach to assessment, in order to enable students to progress in their learning across a range of relevant contexts, whilst developing students' self-esteem and confidence, preparing them for future destinations, and valuing them as individuals.

1. Principles and Aims

Our Assessment policy and practice is holistic and inclusive of all abilities and special educational needs, and includes wider outcomes e.g. independence skills, communication, social skills, transferable skills, confidence and self-esteem.

Robust assessment establishes individuals' starting points in all areas of the curriculum, and reports progress towards differentiated learning outcomes in a range of contexts. At Key Stage 5, all students are baselined against the OCR continuum levels upon entry to ensure accurate starting points are established and appropriate learning pathways are identified.

Teacher assessment should be informed by the views of parents, students, TAs and multi-agency professionals, as relevant, e.g. Physiotherapists, Speech and Language Therapists, Occupational Therapists and Specialist teachers.

Policy and practice should ensure high expectations of progress in relation to individual starting points and take into consideration each student's learning difficulties. Our assessment approach is underpinned by the four core principles of Personalised, Flexible, Authentic and collaborative Assessment (PFA), ensuring that all assessment is meaningful, relevant and person-centred.

Assessment should enable teachers to know enough about each student's skills, knowledge and understanding to be able to help identify next steps to help them to progress and for teachers to set SMART targets and adapt the curriculum accordingly.

Relevant and timely interventions, support and changes will be put in place where it is assessed students are making less than expected progress.

A range of methods and tools will be used for formative and summative assessment in order to address the special educational needs of different students and to involve students as much as possible in feeding back on teaching and learning, e.g. visual, verbal, observational, use of switches, use of AAC and new technologies. This includes the use of the Engagement Model for our learners working below the standard of the national curriculum, ensuring we capture and celebrate small steps of progress in engagement, cognition, communication and physical development.

Staff development programmes and opportunities will provide support to teachers and TAs to be equipped and confident in understanding the principles of assessment for learning.

Systems for recording and reporting progress should be manageable, accessible and fit for purpose.

2. Arrangements for Governance, Management and Evaluation of Assessment

The assessment policy will be reviewed annually by the Senior Leadership Team and presented to governors for approval at Schools Committee and Full Governors meeting in the Summer Term of each year.

The SLT will monitor the effectiveness of policy and practice against agreed and established student outcomes. This includes regular internal teaching and learning reviews with educational staff to ensure quality control and consistency of assessment judgements across all key stages. SLT will present progress data/outcomes to governors in the Autumn Term (Schools Committee and Full Governors).

The Schools' SEF will provide an evaluation of effectiveness, with any steps for improvement reflected in the School Development Plan.

Governors will monitor whole school progression data/outcomes annually through Governors' meetings and visits to schools. Governors will have access to development opportunities to develop understanding of assessment, in school and/or through external courses. Governors will be provided with clear explanations of our assessment frameworks, including the Engagement Model, OCR continuum levels, and the Bracken Concept, to enable effective scrutiny and challenge.

SLT and Teachers will ensure a variety of assessment techniques are built into the process of teaching and learning and will be involved in evaluating their effectiveness.

Teachers will work with students, parents and multi-agency professionals to agree targets for learning, keep assessment records up to date, identify any underachievement and put in place timely and appropriate interventions and/or make necessary amendments to curriculum, and contribute to analysis of progression data.

Monitoring and Evaluating Effectiveness

a) Through Teachers' Meeting Agendas:

- Agreeing schemes of work
- Setting individual student targets
- Work scrutiny
- Moderation and standardisation (internal and external)
- Internal moderation of Key Stage 5 OCR work by SLT to ensure consistency and accuracy before external assessment
- Identification of any student underperformance
- Teacher and SLT analysis of data/outcomes and related reports to SLT/governors

- Identification of interventions or changes to curriculum provision
- Monitoring quality of assessment records
- Peer observation
- Review of Evidence for Learning (EFL) platform data and assessment records
- Analysis of termly phonics assessment data for KS3-KS5 students
- Review of MAPP (Mapping and Assessing Personal Progress) baseline and termly review data

b) Through Observation of Teaching and Learning

This includes peer observation and focuses on the quality of formative assessment, differentiation, and the effective use of assessment information to inform next steps in learning.

c) Teaching and Learning Weeks

SLT will co-ordinate three annual Teaching and Learning weeks (one per term on each site) providing the opportunity to evaluate the effectiveness of formative assessment and assessment records, in relation to the curriculum and teaching and learning.

During these weeks, SLT will:

- Sample students' termly targets and Evidence for Learning profiles
- Review the quality and consistency of assessment judgements across key stages
- Evaluate the effectiveness of assessment books (KS3-KS4 and KS5 three-year books) in reflecting students' learning journeys
- Monitor the application of the Engagement Model and Bracken Concept in assessment practice
- Review phonics assessment data and intervention strategies
- Examine MAPP baseline and review data to ensure accurate tracking of progress

Senior leaders will sample students' termly targets, Annual Reports to parents, and Annual Review Reports. Feedback from parents will be gained as part of the Annual Review process and annual parent surveys.

d) External Validation and Support

Advice and guidance will be sought from the School Improvement Advisor and through liaison with selected schools. Key Stage 5 OCR work is externally assessed and moderated by OCR, providing independent validation of our assessment judgements and ensuring national standards are maintained.

3. Information: How Assessment Outcomes Will Be Collated and Used

Assessment Tools and Frameworks

We use a range of specialist assessment tools and frameworks to ensure comprehensive and accurate assessment:

- **The Bracken Concept**

The Bracken Concept is used to inform assessment in communication, language and literacy across all key stages. This framework enables us to:

- Identify students' current levels of understanding and expression
- Track progress in communication skills development
- Plan targeted interventions and teaching strategies
- Celebrate achievements in communication, however small

- **Termly Phonics Assessment (KS3-KS5)**

All students from Key Stage 3 to Key Stage 5 undertake termly phonics assessments. This enables us to:

- Monitor progress in early reading and decoding skills
- Identify students requiring additional phonics intervention
- Track the effectiveness of phonics teaching across key stages
- Ensure appropriate reading materials and strategies are used

- **MAPP (Mapping and Assessing Personal Progress)**

MAPP baselining is completed for all students and incorporated into Evidence for Learning (EFL). Termly reviews are conducted to:

- Establish accurate starting points across all areas of learning
- Track small steps of progress in personal, social and cognitive development
- Inform target setting and curriculum planning
- Provide evidence of progress for Annual Reviews and reporting

- **The Engagement Model**

For students working below the standard of the national curriculum, we use the Engagement Model to assess progress in:

- Exploration: How students discover and investigate their environment
- Realisation: How students make connections and show awareness
- Anticipation: How students predict and prepare for activities
- Persistence: How students maintain focus and engagement
- Initiation: How students begin to lead their own learning

This model ensures we recognise and celebrate the smallest steps of progress and provides a clear framework for assessment that is meaningful for our most complex learners.

- **Evidence for Learning (EFL) Platform**

Evidence for Learning is our central platform for recording, tracking and reporting assessment. The platform enables us to:

- Capture multimedia evidence of learning (photos, videos, observations)
- Link evidence directly to individual learning outcomes and targets
- Track progress over time through visual learning journeys
- Share progress with parents and carers in real-time
- Generate reports for Annual Reviews and external agencies
- Ensure all assessment is evidence-based and robust

- **Assessment Books and Learning Journeys**

- Key Stage 3-4 Assessment Books:

Students in KS3 and KS4 use assessment books that reflect their learning journey throughout these key stages. These books:

- Provide a chronological record of achievements and progress
- Include evidence of work across all curriculum areas
- Demonstrate progress towards individual targets and outcomes
- Support students to reflect on their own learning and development
- Align with the four core principles of PFA (Personalised, Flexible, Authentic, collaborative)

○ Key Stage 5 Three-Year Assessment Books:

KS5 students use a three-year assessment book to reflect their extended learning journey.

This approach:

- Recognises that learning at KS5 often requires longer timescales to embed and generalise skills
- Provides a comprehensive record of progress towards independence and post-school outcomes
- Demonstrates progress against OCR continuum levels and accreditation units
- Supports transition planning by providing clear evidence of skills and achievements
- Aligns with the four core principles of PFA, ensuring assessment remains personalised, flexible, authentic and collaborative throughout the extended key stage

The three-year approach reflects our understanding that students at KS5 are developing skills for adulthood and independence, which require sustained teaching, practice and consolidation over time.

Formative Assessment

Purpose: To inform teaching and learning, gain student feedback and help teachers identify next steps in teaching and learning, with input from class team.

"...all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet the needs." (Inside the Black Box, Black and Wiliam, 1998)

Through ongoing formative assessment, as part of everyday teaching and learning and interactions in the classroom, for example as evidenced in:

- Students' Evidence for Learning profiles
- Workbooks/folders/record sheets
- Assessment books (KS3-4 and KS5 three-year books)
- Verbal feedback or photographic evidence
- Teacher and TA comment and annotation of work
- Student feedback (self and peer assessment): this may be written, verbal, and/or through observation
- Questioning and observation

- Application of the Engagement Model to capture progress in engagement and interaction
- Use of the Bracken Concept to assess communication, language and literacy development

In-School Summative Assessment

Key Stage 3 and 4:

In Key Stage 3 and 4 Learning outcomes are set three times a year, at the beginning of each term. Evidence is gathered and progress is recorded throughout the term to ensure assessment is precise and evidence-based. This evidence is captured through the Evidence for Learning platform and recorded in students' KS3-4 assessment books, providing a comprehensive picture of the learning journey.

Assessment includes:

- Termly phonics assessments to track reading development
- MAPP termly reviews to monitor progress across all areas
- Application of the Engagement Model for students working below national curriculum standards
- Use of the Bracken Concept to assess communication, language and literacy
- Regular formative assessment captured on Evidence for Learning

Key Stage 5:

In Key Stage 5 Learning outcomes are set three times a year, at the beginning of each term. Learning outcomes are carefully matched to accreditation units through OCR Life and Living Skills suite and are assessed against nationally recognised criteria and standards.

At Key Stage 5, our assessment process includes:

1. Baselining Against OCR Continuum Levels:

All KS5 students are baselined against the OCR continuum levels upon entry to Key Stage 5. This ensures:

- Accurate identification of starting points
- Appropriate matching to OCR units and levels
- Clear progression pathways are established
- Evidence-based target setting

2. Three-Year Assessment Books:

Students maintain a three-year assessment book that reflects their extended learning journey at KS5, aligned with the four core principles of PFA (Personalised, Flexible, Authentic, collaborative). This extended timeframe recognises the need for sustained practice and consolidation of skills for adulthood.

3. Internal Moderation:

All OCR work is internally moderated by teaching staff and then by SLT to ensure:

- Consistency of assessment judgements
- Accuracy against OCR criteria
- Quality assurance before external submission
- Identification of any training needs

4. Regular Internal Teaching and Learning Reviews:

Educational staff participate in regular internal teaching and learning reviews focused on:

- Quality of teaching and assessment
- Consistency of judgements
- Effectiveness of interventions
- Sharing of best practice
- Quality control of assessment evidence

5. External Assessment by OCR:

Following internal moderation, work is submitted for external assessment and moderation by OCR, providing:

- Independent validation of our assessment judgements
- National benchmarking
- Formal accreditation for students
- External quality assurance

Purpose: To evaluate students' learning and progress at the end of a period of teaching; to inform parents and students of progress against agreed outcomes and review/agree next priorities.

Student starting points and initial outcomes will be established at the beginning of the academic year and through the EHCP process. These will be agreed and progress reported to/reviewed with parents formally through the Annual Review process, and at parents' evenings and informally through discussions and feedback which may occur during the academic year. Evidence for Learning profiles and assessment books will be shared at Annual Reviews and parents' evenings throughout the year.

Assessment of progress against individual targets will be shared through termly RAG rating (Autumn, Spring and Summer). The Annual Report (Summer Term) will include feedback to parents on progress against individual termly targets and wider outcomes. Student and parent involvement in target setting and review forms an integral part of this process.

Nationally Standardised Summative Assessment

Most Post 16/Sixth Form students enter units of work for accreditation as part of OCR Life and Living Skills at Entry Level. Students are baselined against OCR continuum levels at the start of Key Stage 5 to ensure appropriate unit selection and progression pathways.

All modules of work are:

1. Internally moderated by teachers to ensure consistency within class teams
2. Internally moderated by SLT to ensure whole-school consistency and quality assurance

3. Externally assessed and moderated by OCR to provide independent validation and formal accreditation

This rigorous moderation process ensures:

- Assessment judgements are accurate and consistent
- National standards are maintained
- Students receive appropriate accreditation
- Quality assurance is robust and transparent
- Staff receive feedback to inform continuous improvement

4. Arrangements for Ensuring Teachers Are Able to Conduct Assessment Competently and Confidently

Opportunities to keep up to date with practice through professional development include:

- Relevant agenda items on scheduled curriculum meetings (e.g. Target setting, moderation, work scrutiny)
- Training on the use of Evidence for Learning platform and assessment tools
- Training on the Engagement Model and its application in assessment
- Training on the Bracken Concept and its use in assessing communication, language and literacy
- Training on MAPP baselining and termly review processes
- Training on phonics assessment and intervention strategies
- Training on OCR continuum levels and assessment criteria
- Participation in internal moderation activities for quality assurance
- Engagement in regular internal teaching and learning reviews
- Staff development days and related opportunities
- Feedback from observation by SLT
- Peer observation
- Visits to other schools
- Access to advice from School Improvement Advisor
- Activities identified as part of the performance management process
- Provision of/access to relevant tools and packages
- The provision of a clear timeline/calendar for assessment and reporting

New Staff Induction:

All new staff receive comprehensive induction training covering:

- School assessment policy and procedures
- Use of Evidence for Learning platform
- Application of the Engagement Model
- Use of the Bracken Concept
- MAPP assessment processes
- Phonics assessment procedures
- **OCR assessment and moderation requirement