

Young Epilepsy Assessment Procedure

This procedure implements the Teaching and Learning Policy and will outline the processes for the effective planning and delivery of assessments and appropriate methods used for recording and reporting progress.

BACKGROUND

Young Epilepsy applies key underlying principles in all areas of learning being assessed and ensures fairness, equity and positive learner experiences.

This procedure has been informed by the following:

- The Code of Practice on the identification and Assessment of Special Educational Needs (DFE 19194) (Revised 2001).
- SEN Code of Practice 2014.
- The Children Act (2004).
- The Framework for School Inspection 2014
- The Common Inspection Framework for Further Education and Skills 2012
- Recognising and Recording Personal Achievement (RARPA) in Non Accredited Learning 2005

The procedure applies to all staff within the school that plan, support, assess and report on student progress and all students who are assessed, all stakeholders which include the young person, parents/carers and Local Authorities/other funding agencies. It reflects the mission statement and vision and aims of Young Epilepsy and should be read in conjunction with the guidance documents for Teaching and Learning and Equality and Diversity.

Assessment is an integral part of teaching and learning, as such planning for assessment should be included throughout all planning processes.

Progress should be measured, recorded and communicated to stakeholders throughout.

Learners should be encouraged, wherever possible, to be involved in the assessment of their own learning, being aware of their own learning targets and the progress they are making towards achieving them and their overall achievement objectives.

This procedure aims to:

- Raise standards of achievement.
- Make the process manageable.
- Develop a common approach.
- Clarify roles and responsibilities.
- Promote breadth, continuity and progression.
- Ensure that statutory requirements are met.
- Establish clear procedures for recording and reporting.
- Measure progress and set targets.
- Ensure all relevant parties are informed of a student's progress and achievement.
- Involve students in their own assessment.

PROCEDURE

Teachers, Learning Support Assistants and Student Support Workers assess the student's progress across all timetabled sessions and in all learning environments including the school, the college, residential and other environments where learning may be taking place.

Definitions for Assessment, Recording and Reporting

Assessment - the judgement teachers and students make about an individual's attainment, based on knowledge gained through techniques such as observation, questioning, marking pieces of work, plenary activities and the use of testing either as formative or summative assessments

Recording – teachers and lecturers making a record of significant attainments to inform curriculum and individual learning planning and reports to parents/carers and others of progress made. (It is not possible or sensible to attempt to record all the information collected.) The use of BSquared and CASPA software provides a database of educational achievement that is used in the school and, in the college Databridge is used to record progress made against learning objectives using the RARPA Framework.

The purpose of recording is:

- to supplement/complement personal and professional knowledge of the student
- to support memory;
- to identify students' strengths, progress and areas for development;
- to motivate students
- to inform planning;
- to identify learning opportunities offered to the child (curriculum planning)
- to inform other teachers (such as supply, new teachers)

- to inform receiving schools and facilitate transition planning
- to inform parents/carers
- to promote multi-disciplinary working
- to foster continuity and progression between classes/year groups/key stages
- to provide a basis for reporting
- to fulfill statutory requirements

Reporting - the process of informing teachers, teachers managers, students, parents, funders, governors and others Teachers and lecturers will need to make judgements about the progress of each pupil and they must inform other interested parties, including other teachers and schools, parents/carers, LA's, the Department for Education, institutions of Further Education and prospective employers.

Reporting to parents/carers

The school and college reports will:

- be in accordance with statutory requirements
- inform students of their progress in all subjects
- recognise student achievements and acknowledge success in all areas
- be based on continuous formative assessments which are an integral part of a student's classroom and overall learning experience
- be based on evidence drawn from the teacher's records, (e.g. B Squared and the student's work)
- refer to the programmes of study followed since the last report
- use constructive statements which indicate strengths and areas for improvement
- discriminate between attainment and achievement
- report against specific targets and learning outcomes
- place achievements in context
- indicate SATs (as appropriate), accredited achievement and Teacher Assessment results where required
- identify areas for future development
- inform of comparative data both in school and college and against national averages where possible

Reporting for Annual Review

Requirements for the Annual Review:

- to consider whether the Statement or Education, Health and Care Plan remains appropriate

- to discuss whether any amendment to the Statement or EHC Plan is necessary
- to decide whether the LA should continue to maintain the Statement or EHC Plan
- to agree the new targets set within the IEP to meet the objectives in the statement
- to prepare a transition plan for Year 9 students in the school and student in the college preparing to leave.
- to consider whether there are any additions or amendments to the existing transition plan.

The purpose of Records of Achievement in the School

Records of Achievement:

- are completed at the end of Year 11 and, as a Sixth Form Diploma, at the end of a student's time in the Sixth Form
- contain information about a student's achievements, which gives an overall positive and constructive picture of the student
- form an ongoing record of what the student knows and can do, as well as his/her attitudes and personal qualities as demonstrated both inside and outside school
- contain aspects of the learning, assessing, recording and reporting process, involving the student as much as possible
- contain evidence of the student's wider achievements such as offsite visits and after school activities

Achievement - the steps of success a student takes towards development in all areas of his/her life

Baseline - an assessment using B Squared which will give 'P' level or NC level for core subjects. This will be made during the first term at St Piers School, and updated at least annually.

CASPA - a tool to assist with the analysis and evaluation of attainment and progress of pupils with Special Educational Needs, both individually, compared to other pupils of similar age, level of prior attainment and category of need and against national 'Progression Guidance'.

Aims of the Assessment Process

The assessment process will:

Be Diagnostic: Diagnostic assessment informs staff of what the student knows, understands and of what skills they have and at what level. Information from

diagnostic assessment will inform and enable a programme of work to be designed to meet the student's individual learning needs.

Be Formative: Formative assessment helps to make a judgment about what progress is being made and what a student needs to do next to achieve a learning objective.

Be Summative: Summative assessment sums up a student's achievement of a defined learning objective. This is used to inform everyone concerned of progress made to agreed objectives.

Show progression: give the opportunity to compare past and present achievement in order that progress may be confirmed

Be communicative: provide an opportunity for students to become involved in their own assessment and progress in dialogue with the teacher

Lead to professional development: enhance the expertise of the teacher by revealing what activities have been successful in students' learning

Evaluate: show the effectiveness of the school's teaching and learning within each subject taught and across the curriculum as a whole

Roles and responsibilities

1. The Governors have a statutory duty to ensure that:

- the National Curriculum, including assessments and reporting arrangements, is implemented. This is to be reviewed annual by Education Governors and indicators of progress are to be received and reviewed regularly
- the Head of School is promoting consistent judgements which conform to standards nationally
- teachers have adequate opportunities to become familiar with national assessment standards
- the Secretary of State is provided with the required assessment information
- specific information on National Curriculum results is published in Annual Report/School Prospectus and sent to appropriate stakeholder including parents/carers

2. The Head of School has a statutory duty to ensure that:

- the National Curriculum, including assessment and reporting arrangements, is implemented
- all teachers are provided with opportunities to become familiar with national assessment standards through agreement trialling and appropriate training
- there is coherent whole school assessment practice
- formative assessment information is systematically and regularly collected, recorded and periodically reviewed throughout the school
- accessible summative records are kept which are supported by appropriate evidence
- end of Key Stage assessment requirements are met
- end of Key Stage data is submitted to the parents/carers and DfE through the appropriate channels

3. Teachers have a contractual duty to:

- collect and review assessment information in line with school policy
- make and update records of all attainment targets in the core subjects
- maintain up-to-date records of assessment information in line with the school policy
- retain evidence to support teacher assessment in line with the school policy
- meet end of Key Stage assessment requirements

give parents/carers the appropriate assessment information in the form of a written report

This procedure is agreed by the Director of Education and will be implemented by St Piers School.

Signed:

Date:

**Paul Keenleyside
Director of Education**

Date of next review: 1st January 2017