

## **ICKNIELD SCHOOL “your journey matters”**

### **Policy for Assessment/Recording/Planning and Reporting of Pupils’ work**

#### ***Article 28 UNCRC: ‘Children have the Right to an education’***

*Icknield School is passionate about providing an inclusive education. We value all pupils as unique and nurture their talents. We enable pupils to achieve to their potential in a safe environment and to grow into the finest individuals they can be. Our inclusive practice can be defined as attitudes, approaches and strategies taken to ensure that all our pupils are included in the learning environment. We ensure that all pupils are listened to, openly valued, safe and have the confidence to participate in all activities.*

*Icknield School strives to remove barriers to learning, to celebrate diversity and through this we encourage and support a society of equality, acceptance and mutual respect.*

*By valuing and respecting human diversity, Icknield School fosters a sense of community and belonging, enabling all: children, teenagers and adults, to participate in every area of life possible.*

### **ASSESSMENT AT ICKNIELD – Rationale**

At Icknield School we recognise the importance of assessment but are steadfast in our belief that the time and effort given to assessment should be proportionate to the impact it has on the learning experiences of our pupils. Any formative or summative assessment should be purposeful for all those that require the information it provides and no assessment activity should be solely for the purpose of informing external bodies. It must have value to the overall learner experience.

Our teachers are qualified and well trained and the senior leadership team trusts the assessment decisions made by its teachers. There are also moderation processes in place to ensure that assessment decisions are being made accurately by individual teachers and consistently across the school. These processes also help with the sharing of best practice.

In an SLD setting pupil achievement and progress is often seen in what they do, rather than what they produce. Therefore, to evidence progress we utilise an online platform called Evidence for Learning (EfL). An observational record is produced about the learning and progress of each pupil. This is usually photographs, a write-up and then linked to assessment frameworks and PLGs. This can be a time-consuming process. With this, our trust in our teacher assessments, teacher workload and work having a proportionate impact on learning experiences in mind, we ask teachers only to produce enough evidence to meet the needs of those that require it: Themselves; Those who wish to monitor learning; Parents. There is clear guidance in place as to how much is expected to achieve this.

Icknield School wishes to support teachers with their workload and therefore every effort will be made to streamline processes and ensure time spent on assessment has a genuine impact. Reviewing assessment procedures will be conducted annually to ensure senior leaders continue to receive feedback from those conducting assessment.

## **What purpose does assessment have at Icknield?**

### **FOR CLASS TEACHERS**

1. To provide formative and summative information on attainment and progress in our 5 key learning aims - PPICC:  
*Personal attributes*  
*Physical ability*  
*Independence*  
*Cognitive ability*  
*Communication skills*
2. To provide formative information to inform short term planning.
3. To provide summative information about attainment for when children transition to a new learning environment, e.g. for new class teacher at beginning of academic year.
4. To provide summative information to inform annual review meetings.
5. To provide an additional way for LSAs to feedback to teachers about the attainment and progress of pupils they have worked with and to contribute to the formal recording of this.

### **FOR THOSE WHO WISH TO MONITOR LEARNING**

**Senior Leaders, Middle Leaders, Class Teachers, Governors, OFSTED.**

**All information should be user friendly and easy to access and should: -**

1. Demonstrates the extent to which our whole school vision is being achieved.
2. Demonstrates the extent to which the vision of curriculum leaders is being achieved.
3. Provide information for moderation processes that allow points the above to be achieved.
4. To provide information to monitor curriculum coverage.
5. To provide information to quickly identify when pupils are not making expected progress.

### **FOR PARENTS**

1. To engage parents in their children's learning and inspire them to be part of and support their child's PPICC development.
2. To demonstrate what their children are learning and achieving.
3. To demonstrate the progress made in the short and long term.

# **ASSESSMENT & RECORDING**

All teachers are expected to maintain both summative and formative assessment records for the pupils in their class. All support staff working directly with pupils are expected to contribute to this process. Evidence for Learning (EFL) is a software package that we use in order to formally record summative and formative assessment.

## **Summative Recording & Reporting - Personal Learning Goals (PLGs)**

### What are PLGs?

- a. Every pupil at Icknield will have a personal learning goal (PLG) in each of our key learning areas: Personal attributes, Physical attributes, Independence, Cognitive ability, Communication skills (PPICC).
- b. PLGs are set annually by the teacher at the end of half-term 1. The broader EHCP targets are considered in writing these, but the teacher will write focused targets that are based on the pupil's needs as they see them.

### Our guidance for writing PLGs

- a. The below is our guidance for PLG setting at Icknield. However, it is important to note that this guidance is flexible as the nature and needs of our pupils require it to be so. If there are to be deviations from the below, then teachers should discuss this with a member of SLT to ensure the rationale for this deviation is agreed at a pedagogical and practical level. Any deviations will be recorded by SLT.
- b. Pupils operating between IL1-5 will have at least one target in each area of PPICC.
- c. Pupils operating between IL6-15 will have:
  - Personal: One target regards - behaviour for learning / social skills / play.  
One target regarding RSHE.
  - Physical: At least one target.  
Pupils with MOVE / Physio / Hydro programmes to have a separate, additional target for this.
  - Independence: At least one target.
  - Cognitive: One target for literacy  
One target for numeracy
  - Communication: At least one target.
- d. There is a guidance document to ensure consistency and quality of PLG writing across school. Teachers will undertake a peer evaluation task to ensure this guidance is applied to all PLG's before they are finalised and sent to parents / carers.

### Assessment & Reporting of PLGs

- a. New PLGs will be written and sent to parents via the EFL app at the beginning of half-term 2 of each academic year (October).
- b. Half-termly evidence of pupil learning across the breadth of the curriculum will be recorded using Evidence for Learning and this will be tagged against the PLG's to demonstrate attainment and progress towards them.
- c. PLGs will be reviewed at 3 points: End of half-term 3; End of half-term 5 and End of half-term 1 in the following academic year. This information will be used to inform pupil progress meetings that happen after these 'data' points.
- d. The 3 reviews will have 2 components. The first being assessing the achievement of the target against a 4-point Likert scale (Encountered, Developing, Consolidating, Achieved). The second component being a professional statement written by the class teacher. These will be shared with parents using the EFL platform.

## **Summative Recording & Reporting – Assessment Frameworks**

### What assessment frameworks do we currently use:

We currently use a range of assessment frameworks to ensure that there is a means of assessing communication, cognition and independence at all levels present in our school. Those that assess communication and cognition are listed below in order of complexity:

- a. Routes for learning
- b. Routes to reading
- c. Routes to writing
- d. Routes to speaking and listening
- e. Routes to numeracy
- f. Pre-key stage standard English reading
- g. Pre-key stage standard English writing
- h. Pre-key stage standard Mathematics
- i. National curriculum in England English
- j. National curriculum in England Mathematics

Independence skills are assessed using our own Icknield Independence Framework, which includes: Cooking, Shopping, Self-Care & Travel.

For those pupils following the Early Years Foundation Stage Curriculum, assessment will be recorded against the EYFS framework.

### What assessment frameworks do we intend to use

The breadth of ability in our pupils is vast and the needs of our pupils are incredibly varied. In order to ensure we are able to monitor and report on progress we are developing our own assessment frameworks. These will contain knowledge, skills and understanding in each area of PPICC, that are relevant to our pupils and their futures. These will apply to all pupils, including our early years and further education pupils.

Lower-Level Assessment Framework: “Engage & Emerge” IL1-IL5 (P1i-P3ii)

- a. This assessment book will incorporate all areas of PPICC in the one assessment book.

Mid & Higher-Level Assessment Framework: “PPICC Frameworks” IL6-IL15 (P4-NC Level)

- a. Personal: This assessment book will cover play skills, behaviour for learning and social skills.
- b. Physical: This assessment book covers will cover physical development and skills.
- c. Independence: This assessment book will covers cooking, shopping, self-care and travel.
- d. Cognitive: There will be separate assessment books for literacy and numeracy.
- e. Communication: This assessment book will covers the fundamental communication skills required by our pupils and will be purpose driven rather than method driven.

### Engagement Model

For any child who may make lateral progress, or progress that is only measurable over much longer periods of time (the reasons for this in our setting vary, e.g. medical, physical, learning needs), the engagement model is used alongside our own assessment frameworks and a record of who these pupils are will be kept for reference.

#### How are these frameworks used to monitor progress

- a. Evidence of pupil learning is recorded and tagged against these frameworks as evidence of attainment in the knowledge, skills and understanding outlined in the frameworks.
- b. A 3-point scale (Encountered, Developing, Secure) is used at the beginning of the academic year to baseline pupils and at the end of the academic year allowing progress to be identified.
- c. This information will be used to inform pupil progress meetings which happen in half-term 1,3 and 6.

#### Assessment & Accreditation

- a. KS4 pupils are all provided with the opportunity to complete the ASDAN Transition Award at one of 2 levels: Sensory & Introduction
- b. KS5 pupils are all provided with the opportunity to compete the ASDAN Pupil Progress Award at one of 3 levels: Award; Certificate; Extended Certificate.
- c. A bespoke suite of ASDAN awards can be selected from for any pupils that require particular 'gateway' qualifications for their next steps when they finish at Icknield.

**Tagging Individual Evidence Entries:**

To support with monitoring and moderation processes a range of 'tags' are available to choose from when creating individual evidence entries. These include:

- a. Curriculum Areas In Main School:
  - My Communication
  - My Thinking
  - My Physical
  - My Self
  - My Creativity
  - My World
- b. Curriculum Areas In FE:
  - Skills for life & learning
  - Personal & Social Development
  - Developing Creativity & Expression
  - Vocational Studies
  - Sport, Physical Activity & Leisure
- c. WOW: For recording exceptional achievements / progress.

**Formative Records – EFL Individual Evidence Entries**

- a. All pupils will have individual evidence entries on EFL. These cover the breadth of the curriculum and provide examples of pupil learning.
- b. These formative records can be accessed by all staff and will be shared with parents. Therefore, it will not contain material of a sensitive or confidential nature.

# **PLANNING**

## **Long Term Planning - Documentation**

Our long term plans reflect the individual learning styles of our students. Each class from EYFS to Key Stage 4 uses topic based planning to deliver a broad and balanced curriculum. Topics are planned for each half term and are rotated on a three year cycle. The school has a topic planning grid and a curriculum framework in Key Stages 1-4 based on the Equals schemes of work for Mathematics, English, Science, ICT, PSHE and Citizenship.

## **Medium Term Planning**

Class teachers are responsible for producing medium term plans each half-term.

Early Years MTP will include learning intentions for the seven areas of learning and development:

- Personal, social and emotional development
- Communication and language
- Mathematics
- Knowledge and Understanding the world
- Physical development
- Literacy.
- Expressive arts and design

KS2-KS4 MTP will include learning intentions for the six curriculum areas:

- My Communication
- My Thinking
- My Self
- My Physical Development
- My World
- My Creativity

FE MTP will include learning intentions for the 5 FE learning areas:

- Skills for life and learning
- Personal & Social Development
- Developing Creativity and Expression
- Sport, Physical Activity and Leisure
- Vocational Studies

We use a three strand curriculum approach, to meet the individual needs of our students; an informal curriculum for our PMLD and complex needs students, a semi-formal curriculum (based on the Equals semi-formal curriculum) for those students working below National Curriculum levels and a formal curriculum for some students who are able to access National Curriculum levels.

## **Short Term Planning – Daily Plans**

Teachers will be expected to produce a daily plan record which will show activities, staff deployment and general organisation of their staff. Provided that this plan is produced, teachers may use their own preferred method/format for short term planning. They must be accessible to all relevant staff and detailed enough to allow another professional to work from them in the event of absence.

## **MONITORING ARRANGEMENTS**

In order to quality assure assessment and planning at Icknield we have a broad range of monitoring and moderation activities throughout the year. These are outlined below:

### **Pupil Progress Review Meetings x6**

In half-term 1,3,5 there are two allocated teachers' meetings to review the progress of our pupils. These are undertaken in areas of school (Lower school, Upper school & FE). The purpose of these meetings is to review the progress of pupils, identify those who are not making expected progress in PPICC and create an action plan for this moving forward.

### **Moderation of assessment levels**

Teachers moderate each others assessment judgements by looking at the evidence which supports the attainment levels listed. Below are the moderations that take place during the academic year:

- a. Phonics & Reading
- b. Literacy & Numeracy

### **Quality of long & medium-term planning – Department level**

Each half-term term, one teacher meeting is allocated to collaborative planning. The AHT lead for each area of the school chairs this meeting and as such is quality assuring the planning as it is being done.

### **Learning Walks – Governing Body & Teaching Team**

There is learning walk programme in place each academic year. Assessment, recording and planning will always feature as part of this programme.

Reviewed: March 2025

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