



## **Ysgol Plas Brondyffryn ASSESSMENT, RECORDING, REPORTING & TARGET SETTING POLICY**

This Policy has been written to cover all sites belonging to Ysgol Plas Brondyffryn. This includes:

Ty'n Fron – Primary Site

Park Street – Secondary Site

Ty'r Ysgol- Secondary Site- SLD

Gerddi Glasfryn – Residential Site

*Please note that whenever the terms Brondyffryn or School appear they are therefore referring to all of the above sites.*

### **1. Description of School and its Community**

Ysgol Plas Brondyffryn is a Local Authority Residential Special School maintained by Denbighshire Education Authority. The school specialises in meeting the needs of children/young people with Autistic Spectrum Condition (ASC) and associated specific learning difficulties aged 3-19 years. The school is able to accommodate up to 125 children/young people. Gerddi Glasfryn Residential accommodates between 26 – 30 children/young people on a part time basis. As a Regional school, Ysgol Plas Brondyffryn welcomes children/young people from across North Wales and the closer counties of England. Our policies are relevant to all our children/young people regardless of county of residence.

The majority of the children/young people are from English speaking families. For most children/young people, Welsh is taught as a second language; however, education can be provided through the medium of Welsh if requested by the family and detailed in the Statement of Special Educational Needs. The majority of the children/young people are boys due to the higher prevalence of autism in males.

At YPB we are conscious of the need to maintain a low arousal environment which has been shown to be beneficial for individuals with ASC, reducing their anxiety and aiding concentration. To this end, we strive to keep all areas tidy and free from clutter; to make sure classroom displays are orderly and muted in colour; to communicate information in a clear and concise manner and to aim for a quiet and calm atmosphere. The approach varies on each site as dictated by the needs and abilities of the pupils and our aim is always to organise the environment as far as possible to promote independence in our young people.

### **2. Description of Policy Formation and Consultation Process**

This Policy has been formulated by a working party consisting of the Senior Leadership Team. Staff, governors and parents were consulted before the Policy was finalised and formally adopted by the Governing Body.

At Ysgol Plas Brondyffryn we recognise that planning and assessment are integral to successful teaching and learning. Planning identifies learning objectives; initial assessment provides a baseline upon which to build and ongoing assessment reveals whether pupils have understood what has been taught; recording tracks pupils' progress.

### **3. Context**

- ◆ This policy should be read in conjunction with the school's Teaching and Learning Policy and the LNF Policy.
- ◆ Recording and assessment opportunities will be adapted and linked to the Foundation Phase, the National Curriculum, and 14-19 Learning Pathways and LNF Policy.
- ◆ All class based staff, both permanent and temporary, may be involved in assessment and recording.

### **4. Aims and Purposes**

#### **Aims:**

- a. To identify learning objectives and provide a robust assessment and recording process (including pupils' literacy and numeracy targets) with which to track an individual pupil's progress across the curriculum.
- b. To ensure consistency of practice and rationalise procedures in order to minimise paperwork without jeopardising the quality of teaching and learning.

#### **Purposes of Assessment**

- ◆ To find out what an individual pupil knows, understands and can do.
- ◆ To find out what an individual pupil does not yet know and understand or is not yet able to do.
- ◆ To check that an individual pupil has learned the main teaching point of the day or week.
- ◆ To find out whether an individual pupil is ready to move on to the next activity, thereby informing a teacher's planning.
- ◆ To find out what progress an individual pupil has made over time.
- ◆ To help set clear targets for individual progress (to LNF targets)
- ◆ To meet statutory requirements by comparing pupils' work with national standards (where these exist) and expectations of progress.
- ◆ To report to parents and other professionals on individual achievement and progress in relation to individual education plans and units of work.
- ◆ To provide information for the Local Authority about an individual pupil's future educational needs.

#### **Purposes of Recording**

- ◆ To track progress made by an individual pupil.
- ◆ To ensure progression across the curriculum.
- ◆ To identify learning patterns over time where there are many small steps in developing children's knowledge and skills.
- ◆ To provide a basis for discussion with pupils, parents and other professionals about progress and learning styles.
- ◆ To provide a basis for target setting.
- ◆ To identify trends and patterns between different groups, classes and cohorts of pupils.
- ◆ To ensure that all statutory assessments are securely based.
- ◆ To assist transition between classes.

### **5. Methods of Assessment**

Teacher assessments are carried out both formally and informally using a range of strategies and resources. For ongoing, formative assessment – assessment for learning – it is necessary to focus on the learner's achievement and on details of ways in which

they can move forward rather than on the National Curriculum outcomes and level descriptions. National Curriculum outcomes and level descriptions are used for best-fit summative assessments at the end of a Key Stage.

In order to help assist with these assessments regular curriculum assessments are carried out. The majority of our classes use B Squared electronic assessment package – this package is particularly useful for those pupils who are working either below National Curriculum Level One or those pupils who make slow progress. This package enables us to track small steps and to show progress within levels. B Squared was initially introduced for English, Maths and Science and has now been extended to include all curriculum subjects.

PiRA (Progress in Reading Assessment) – provides reliable summative information, following the progress of pupils from term to term, year to year. The information can also be used in a diagnostic/formative way.

RM Easimaths is used to improve numeracy. It is a web-based solution, helping support pupils, whilst automatically collecting students' progress data. The built-in diagnostics run continuously in the background and determine which exercises and materials are selected.

Assessment levels from these packages are used to help set end of Key Stage targets. The Assessment Coordinator (supported by the Assistant Headteachers) is responsible for monitoring pupil progress in all subjects and for analysing the data, noting findings and reporting to colleagues, parents and statutory bodies as appropriate.

## **6. Target Setting**

Individual targets are set for pupils through their Individual Education Plans (IEPs), Behaviour Support Plans (BSPs) and Individual Communication Plans (ICPs). IEPs and BSPs are monitored and updated termly by the class teacher in consultation with parents. ICPs are set by the Speech and Language Therapist (SALT) with targets being supported by the school's own SALT assistants and class staff. End of key stage and LNF targets are developed from teacher assessment in consultation with the Assistant Headteacher of the department.

The school meets the requirements for statutory assessment and reporting across all Key Stages. In each of the areas of statutory assessment pupils are assigned target levels for the end of the Key Stage. In Key Stage 4 and Key Stage 5 pupils' learning experiences are focused on individual needs and targets are set using literacy and numeracy as a benchmark.

Specifically, the target setting regime within the school, across all years and all curriculum areas will ensure the following objectives are met:

Targets are set for the end of each Key Stage using incremental scales appropriate to the individual. The incremental scales will include:

- P-Levels
- National Curriculum Levels
- Entry Level and Entry Pathways
- GCSE and equivalent Level 1 and 2 course outcomes e.g. pass, merit, distinction
- Post-16 the Adult Learning curriculum will include Literacy and Numeracy using the targets from Milestones through to Entry Level. Individual

arrangements will be made for students joining 6<sup>th</sup> Form at Level 1 and above.

Targets for all learners and curriculum areas will be reviewed annually and subject to a quality assurance process involving SLT and teachers. The outcome of this process will be that going forward, at the beginning of the school year, pupils, parents and professionals can be confident that the targets set are appropriate for the individual, consistent with the individual's learning progress profile to date and offer sufficient challenge to ensure their progress is maximised.

Over the course of the school year, at the end of each term, every pupil's progress towards their individual learning targets will be reported by teachers and recorded in an appropriate database/MIS. The system of recording progress will be to use 4 levels of categorisation of progress as follows:

<b>+</b>	Excellent Progress, exceeding expectations
<b>=</b>	On target, good progress
<b>-</b>	Making less progress than expected
<b>!</b>	Progress gives cause for concern

At the end each academic year each pupil's progress will be summarised as a level/grade using the scale appropriate to the individual (see above).

At Foundation Phase, Key Stage 2 and Key Stage 3 the analysis of subject level progress will be carried out using the B Squared Database for all statutory subject areas. Non-statutory subjects will not report targets levels/grades but will report progress using the 4 categories above based on the teacher's judgement of the pupil's target profile in the core subjects.

At Key Stage 4 analysis of subject level progress in the core subjects (English, Maths, Science and Welsh) will be carried out using B Squared except where the pupil is following an external qualification e.g. Entry Pathways, GCSE. In this case the targets will be drawn from the possible outcomes for the programme of study e.g. GCSE grades or Entry Level grades, and progress measured against these targets.

At the end of Year 10, pupils following a GCSE or Entry Level course will be assigned a predicted outcome and this process will be repeated in the final review of Year 11 when teachers will provide projected grades required by examination boards.

Post-16, pupils will have two specific targets set – Literacy and Numeracy. Their progress will be recorded in the B Squared database using the Adult Curriculum section. Other curriculum areas will not have a specific target set but their progress in these areas will be measured against the teacher's judgment of the target profile of Literacy and Numeracy and the data held for previous Key Stages in the Pupil Attainment Tracker.

Over the course of the year, the target, 2 reviews of progress and the summative 'snapshot' of pupil progress at the end of the year will be collected and shared with all interested parties using an appropriate document which effectively communicates the information to the reader, whatever their interest – the Annual Progress Review.

In addition to the Annual Progress Review the school will maintain a comprehensive database/MIS to hold, collate, present and analyse the data, year on year – The Pupil Attainment Tracker.

In addition to the quality assurance process at the beginning of each year (SLT and Teacher) the robustness of the target setting process and the assessment (progress) judgements reported throughout the year will be assured through an on-going monitoring process by SLT. This will include:

- Monitoring of all medium and long-term planning for each subject area.
- Lesson Observations
- Performance management meetings, where appropriate
- Monitoring of all on-going assessment procedures including B Squared – to be carried out in face to face meetings between teachers and SLT
- Analysis of outcomes. This will include:
  - Pupils achieving each level of the scale of attainment appropriate to them.
  - Proportion of pupils achieving each of the 4 levels of progress.
  - Pupils attainment at the end of each Key Stage. Are the outcomes at, above or below their target for the Key Stage.
  - The performance of key groups within the cohorts e.g. FSM
  - Comparison of above attainments cohort by cohort within the year and of each cohort year on year.

The school will maintain within the SLT group up to date professional knowledge of current best practice in the area of predictive data and statistical analysis of national norm-referencing frameworks. At present the school does not use either of these two methods of target setting and attainment analysis as we do not believe they can be applied effectively to such small, diverse (in terms of range of attainment) and atypical (in terms of national/area groups) groups of pupils. We do not use the WAG Family of Schools data in the process of target setting, assessment and attainment analysis.

At the end of each Key Stage, where the statutory reporting requirement i.e. the permitted code of entry, is different from the progress reporting increments used by the teachers, the teacher will provide both e.g. a P-Level and a National Curriculum Outcome Level, and the SLT will ensure that information on the equivalence across the two different 'grading' systems is disseminated in a timely way to all.

## **7. Standardisation at Key Stage 2, 3 & 4**

Consistency in core subjects is ensured by teachers attending County Cluster Moderation meetings. Further to this the school will provide 'internal' opportunities for teachers to meet and standardise their assessment of outcomes across all key stages and compatible areas of the curriculum.

## **8. Reporting**

We actively seek to maintain regular home/school and multidisciplinary liaison. Teachers and parents have regular contact via telephone calls, home/school diaries and formal/informal meetings. Three parents' evenings are held during the school year to discuss pupil progress, IEPs, BSPs, IRSs and end of year reports. All pupils have an Annual Review meeting. Additional Reviews are arranged as and when individual needs arise. Transition meetings are held in the Summer Term for pupils moving from a key stage and for those moving to another site.

Pupils' progress in learning across all curriculum areas is monitored against individual targets and reported to parents three times per year. Detailed written reports are

provided for all review meetings and form part of the annual review of the Statement of Special Educational Needs. Parents and all other relevant professionals are invited to contribute to the report. End of year academic reports are provided at the end of the Summer Term and detail academic progress and achievement.

Reviewed: Autumn 2015  
To be reviewed: Autumn 2016

**Equality Impact Assessment completed**

An Equality Impact Assessment offers an opportunity for staff to think carefully about the impact of their work on local people and other members of staff.

**Date completed:**

October 2015