

CANOLFAN ADDYSG CONWY – SOCIAL INCLUSION SERVICE

**Assessment Policy**

**Introduction**

Assessment and self-evaluation are key components of the work at Canolfan Addysg Conwy. We recognise that assessment and self-evaluation underpin improvement, not only for pupils but for staff, the management committee and the PRU’s. We are committed to providing our pupils with the opportunity to assess their own learning and set their own targets as well as providing a strong template for the assessment of their learning.

Assessments at Canolfan Addysg Conwy are categorised as follows: Assessment for Learning and Assessment of Learning. These forms of assessment include the use of formative, summative and diagnostic approaches.

**Context**

All pupils admitted to Canolfan Addysg Conwy are required to complete a range of assessments in order to establish a baseline on entry to the Service. Following these assessments and from using data gathered from moderation and from the mainstream school, a set of targets are agreed and set. These targets are focused on both the academic and social, emotional and behavioural concerns of individual pupils. These targets are broken down and included in an Individual Education Plan (IEP) and an Individual Behaviour Plan (IBP). IEP and IBP targets are a part of the pupils Individual Develop Support Plan (IDSP) which is reviewed on a termly basis. Each pupil has the opportunity to review their progress and set goals for the future at review meetings as well as at 1:1 weekly sessions.

**Pupil assessments (baseline) on entry to Canolfan Addysg Conwy**

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| --- | --- | --- |
| KS2 | KS3 | KS4 |
| CPM | WRAT 4 Reading | BKSB initial and diagnostic Numeracy |
| Boxall Profile | WRAT 4 Spelling | BKSB initial and diagnostic Literacy |
| Basic Maths | WRAT 4 Maths | Learning Style Questionnaire (LSQ) |
| Hast | Behaviour Assessment Excel | PASS |
| YARC | PASS | WRAT 5 (Spelling, Reading, Sentence Comprehension and Maths) – within first term |
|  |  | GCSE Science past paper |

**Purpose**

The purpose of assessing pupil’s progress is to support them to reach their potential both academically, socially, emotionally and behaviourally, with the aim of returning our pupils back to mainstream school. The data is also used to measure progress of pupils from the point of entry into Canolfan Addysg Conwy. This data along with the assessment process outlined below are utilised by staff to set end of year/ Key Stage targets for pupils. This data is analysed and is used in the Canolfan Addysg Conwyself-evaluation.

**Assessment of Learning**

The following assessments are carried at different points during the year in order to track the progress of pupils. The data is also be used to inform the Canolfan Addysg Conwy self-evaluation and development plan.

**Step 1**

Each pupil undertakes the following assessments:

Key Stage 2 Assessments

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| --- | --- | --- | --- |
| **Department** | **Assessment** | **Purpose** | **Timescale** |
| KS2 | YARC | To assess the child’s reading accuracy, rate of reading and comprehension. This test can also indicate whether a child may be struggling to process information for a speech and language referral. When measured against the CPM it gives an indication as to whether a child needs a referral for literacy support. Interventions put in place. | Each pupil is assessed upon entry and then again after 12 mths. |
| KS 2 | Hast | For the assessment of spelling. Highlights which words needs targeting eg tricky words and spelling patterns. Can also inform referral for literacy support. Interventions put in place. | On entry and yearly after that. |
| KS 2 | Basic math | To identify any areas in the math curriculum that the child needs to catch up on. | On entry and annually. |
| KS 2 | CPM | To assess the child’s cognitive ability. Also used as a measure when looking at LSS support. | On entry and annually. |
| KS 2 | BOXALL Profile | To measure social and emotional wellbeing. | On entry and then every 6 months. |
| KS 2 | Inserts | To measure the progress made in each subject. Report back to mainstream schools and to parents. Highlight areas that need intervention. | Half termly |

Key Stage 3 Assessments

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| **Assessment** | **Purpose** | **Timescale** |
| Behaviour Assessment Excel | To assess the child’s self-control, social skills, skills for learning and approach to learning and to assist in target setting for each pupil. | Each pupil is assessed upon entry and termly following that. |
| Five Ways to Wellbeing self-assessment | For the pupil to self-assess in all 5 areas | Termly and used in target setting for IBP |
| Speech and Language screening checklist | To identify areas in which the pupils are having difficulties | Annually – through observation in class. |
| WRAT 4 Assessment  -Spelling  -Reading  -Maths | To assess the reading, spelling and Maths of each pupil.  To contribute to setting targets and interventions necessary for pupils. | Upon entry.  Repeated annually or every 6 months for those pupils targeted for Literacy support. |
| PASS | To identify pupils’ perception and feelings about school and their own learning | Once per term |
| Teacher Assessments in Core subjects | To ascertain progress made in Core subjects. Teachers set Ma1 and Sc1 assessments at end of units and transfer levels to Incerts.  English written work is levelled using National Curriculum Levels | Termly |
| Personalised Assessments | To measure the progress and development within Reading, Maths and Welsh | Annually |
| Boxall profile | An assessment of children and young people's social, emotional and behavioural development | If pupil scores very low on the PASS and staff observations also confirm concerns around pupils social, emotional and behavioural development then Boxall profile to be carried out. If low scores, pupil should access the Nurture group |
| More detailed ALN specialist assessments.  LASS  DRA  CTOPP  DASH | To gain a further understanding of strengths and weaknesses  To identify and further learning difficulties that may be affecting the pupil’s ability to learn.  A more detailed analysis of reading accuracy and comprehension.  Where there are concerns regarding speed of processing or difficulties with phonological awareness.  Where we have concerns regarding speed of work or handwriting difficulties | As required |

Key Stage 4 Assessments

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Purpose** | **Timescale** |
| BKSB Literacy Initial test | To assess what level the pupil is working at in Literacy | Once a term |
| BKSB Literacy Diagnostic test | To identify strengths and weakness within their Literacy | Once a term |
| BKSB Numeracy Initial test | To assess what level the pupil is working at in Numeracy | Once a term |
| BKSB Numeracy Diagnostic test | To identify strengths and weakness within their Numeracy | Once a term |
| GCSE/Entry Level Science past paper (or created on WJEC question bank ([Question Bank (wjec.co.uk)](https://www.wjec.co.uk/home/question-bank/#tab_0)) | To assess what level the pupil is working and to identify strengths and weakness within their Science | Upon entry and once a term |
| WRAT 5 Assessment  -Spelling  -Reading  -Sentence Comprehension  -Maths | To assess the reading, spelling, sentence comprehension and Maths of each pupil.  To contribute to setting targets and interventions necessary for pupils. | Upon entry.  Repeated annually or every 6 months for those pupils targeted for Literacy or Maths support. |
| PASS | To identify pupils’ perception and feelings about school and their own learning | Once per term |
| Teacher Assessments | Teachers use the assessments and pupils work to derive at a grade for the subjects the pupils are studying. These grades are inputted into the KS4 Data Tracking sheet | Once per term |
| Learning Style Questionnaire (LSQ) | **Determines the pupils preferred learning style**. Knowing their learning style can accelerate their learning as they undertake activities that best fit their preferred style. | Once on entry |
| Boxall profile | An assessment of children and young people's social, emotional and behavioural development | If pupil scores very low on the PASS and staff observations also confirm concerns around pupils social, emotional and behavioural development then Boxall profile to be carried out. If low scores, pupil should access the Nurture group |
| More detailed ALN specialist assessments.  LASS  CTOPP  DASH  TOMAL  Ravens Matrices  WRIT  (Wide range intelligent test) | To gain a further understanding of strengths and weaknesses  To identify and further learning difficulties that may be affecting the pupil’s ability to learn.  Where there are concerns regarding speed of processing or difficulties with phonological awareness.  Where we have concerns regarding speed of work or handwriting difficulties  Assesses the pupils working memory  Assesses the pupils verbal and non- verbal intelligence  Assesses the pupils verbal and visual IQ | As required |

Teachers in conjunction with the ALNCO are responsible to ensure the assessments are coordinated and completed for all pupils on entry to the service. The ALNCo will undertake the specialist assessments with pupils who are identified as needing further tests. The Assistant Head teachers are responsible to coordinate the assessments as part of the calendared assessment cycle for all pupils on roll of the service.

**Step 2**

The above assessment data is to be inserted into the pupils Individual Development Support Plan (IDSP) by whoever administered the assessments. This data is analysed to identify specific Academic and Social, Emotional and Behavioural Targets.

**Step 3**

These targets will be incorporated into each pupil’s IEP and IBP. Programmes of work (group work/1:1 sessions) will be delivered in accordance with the IEP and IBP to support pupils in meeting these targets enabling them to make progress at their own level. These will be shared with parents and mainstream schools in review meetings

**Step 4**

Pupils will repeat the assessments in order to track progress. The cycle has been identified as (**Assess** (Step 1) – **Develop** (Step 2/3) – **Reflect** (Step 4). The timescales are included in the above table.

**Step 5**

Teachers need to use the above data along with their teacher assessments to decide upon a subject level/grade for each pupil each term (calendared) recording this into INCERTS (KS2/3) or in the KS4 Data Tracking sheet. Assistant head teachers will then undertake support and challenge meetings with subject teachers addressing any pupils who are underperforming and need extra support or any pupils who need further challenge.

All data will be collated and analysed at the end of an academic year. The conclusions from this data analysis will be included in the Canolfan Addysg Conwyself-evaluation which will inform the Canolfan Addysg ConwyDevelopment Plan.

**Moderation of Pupils Work**

The process of moderation is an essential part of the assessment system. Each KS2 and KS3 pupil will also have pieces of work moderated in their books (English, Maths, Science and Welsh) against National Curriculum outcomes and level descriptions. This will allow staff to track pupils’ academic progress within each of their subject areas.

Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

* Pupils self-assessment
* With colleagues in school
* With colleagues from the family cluster group.
* By using LA sessions to ensure our judgements are in line with other schools.

Moderation of KS4 will take place on a termly basis in line with exam board specification.

**Assessment for Learning**

Assessment for learning is central to the progress of both pupils and staff. Departments at Canolfan Addysg Conwy offer a number of Assessments for Learning opportunities. These include:

* Self-Assessment
* Peer Assessment
* Traffic Lights against success criteria
* Thinking time
* Lessons Objectives and Success Criteria highlighted and reinforced
* 2 stars and an action
* School Council
* 1:1 pastoral/ target setting sessions
* Pupil tracking document

Assessment for learning data is discussed and included in pupils IEP’s, IBPs, IDSP and review meetings. They are also a key consideration in assessing a pupil’s progress in line with their overall targets and when discussing their next placement (e.g returning back to mainstream).

Review date:

Signed Management Committee:

Signed Headteacher: