

# Whole School Assessment Policy

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| v0.1            | New policy | Oct 22 | CR             |        |
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Signed .....

**Chairman of Governors**

Date .....

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## Introduction

At the Gateway School our assessment policy is based around the assessment of the impact our curriculum has on the whole child. Our curriculum is designed via the needs of our pupils. Everything we do, say and provide is designed to ensure our pupils leave school as employable, likeable and sociable people. Our commitment to Powerful Knowledge helps ensure our pupils are not 'locked out' from knowledge that *other people* possess.

Our curriculum is not a mere timetable. It is a five-year experience that guides our students in everything they do. It is written to impact on what we do/teach and *how* we do it.

It is based on introducing and developing Knowledge for beyond the classroom, beyond exams and beyond the school. We have designed a curriculum which, we believe, will achieve and reflect the statement above and which will combine the importance of academic progression, personal development and the successful achievement of targets set out in EHCPs which address the SEMH needs of our pupils.

The table below forms the core of our curriculum policy and illustrates this point. The examples in the impact column form the key focus for assessment at our school.

| Intent  | Examples of Implementation  | Examples of Impact  |
|---|---|---|
| <b>Giving our pupils knowledge and skills they can remember, use and apply</b>                  | <ol style="list-style-type: none"><li>1. 6 pedagogical drivers in teaching (active Reading, Dual coding, regular Recall, Schema Acquisition, Spacing and Interleaving, Live Feedback)</li><li>2. Major focus on Regular Recall (the "testing Effect")</li><li>3. Threshold Concepts—sequential model of learning knowledge</li><li>4. Interventions to help pupils access knowledge (i.e. Reading Intervention, Maths Intervention (the Maths Hub), the English 'Hit Squad')</li><li>5. All staff invite pupils to 'show what you know'</li></ol> | <ol style="list-style-type: none"><li>1. Pupils learn powerful knowledge schemas they can recall and apply (86% of pupils when asked if they'd moved on with their learning agreed/strongly agreed)</li><li>2. Pupils pass exams</li><li>3. Pupils get into college/apprenticeships (80% of last year's Year 11 are now in further education)</li><li>4. Threshold Concepts free up working memory so pupils can think <b>with</b> the knowledge they've acquired</li><li>5. We close the advantage gap</li></ol> |
| <b>A 5 year experience via 6 core themes that supports both social and academic development</b> | <ol style="list-style-type: none"><li>1. 6 Core themes underpin our whole approach: resilience, communication, go beyond your borders, reflection, independence and balance</li><li>2. Enrichment and Interventions (i.e. Drama, Forest School) (go beyond, communication)</li><li>3. Nurture (communication, reflection)</li><li>4. Exams (independence, go beyond,</li></ol>  | <ol style="list-style-type: none"><li>1. Higher attendance (81% of pupils when asked said they agreed/strongly agreed they liked Enrichment)</li><li>2. Broader experiences</li><li>3. Experiences strengthen pupil/staff relationships (and relationships aid mental health)</li><li>4. pupils with significant nurture</li></ol>  |

|  |  |   |
|--|--|---|
|  | resilience)<br>5. Behaviour Curriculum (TAB)<br>(reflection, balance)  | needs experience more 'felt safety'<br>5. Stronger relationships help create 'teams around pupils'  |
| <b>A relational, restorative and reflective approach to teaching what is acceptable beyond our walls</b> | 1. The Tab System: major incidents are recorded but pupils and staff meet to discuss (reflect via relationships)<br>2. Co-regulation (leading to self-regulation)<br>3. Above and Beyond postcards sent home when we notice any example of pupils going 'above and beyond'<br>4. Everything staff/pupils do is either forming, repairing or strengthening relationships<br>5. In crisis ('red brain') we follow Perry's sequential model: Regulate, Relate, Reason | 1. Relationships/co-regulation lead to self-regulation<br>2. Stronger relationships lead to emotional and academic growth ("hidden healing")<br>3. Reduction in Level 5s and Physical Interventions<br>4. Positive EHCP outcomes<br>5. More 'felt safety' in pupils (leading to emotional well-being and academic progress) |

With this in mind, our assessment processes are strongly linked to curriculum policy and practice. In our curriculum policy we identify this area as measuring impact

### **Measuring Impact**

The most important impact measure of our curriculum is our pupils' response to it. Whether it's via pupils' voice questionnaires, EHCP review or by the fact that pupils attend school more regularly, we are listening to what they tell us.

In addition to this, we measure the impact of our curriculum in the following ways;

For our subject areas we measure impact via the pupil's rate of progress through the threshold concepts, and report on this twice a year (including reporting to parents/carers). Teachers analyse this data and put measures into place to continuously improve and maximise outcomes.

Subject areas are often accredited. As a result, the impact of these areas is partially measured by these outcomes.

For our enrichment curriculum, impact is measured via tracking of progress through our 6 core themes. This feeds into assessing progress made towards improvements in the outcomes and short step targets identified in a pupil's EHCP

For our interventions curriculum, impact is measured via an interventions tracker which feeds into EHCP review and the social/emotional communication targets which previously may have been harder to measure.

For our behaviour curriculum, impact is measured via behaviour and/or lost learning data. This data often feeds into decision making with pupils and their parents/carers around which intervention may help and so the measure of pupil behaviour is very often tied into the whole school curriculum and its implementation.

Therefore, this document explains the process of tracking progress pupils make;

- Academically
- Personally -pastorally

### **Academic progress (See 'How We Assess Your Child's Progress' document)**

At TGS pupils' progress is measured by the tracking of their movement across threshold concepts set in each subject area.

Our curriculum is broken down into several key threshold concepts. Within each Threshold Concept, learning is broken down into discrete units called steps and presented in sequential order. This sequence is decided by subject leads and enhances the layering and consolidation of learning.

Each step within the TC have 5 levels of engagement as outlined below;  
Threshold Concept - Language Guide

**E**ncountered: sporadic attendance, limited/no retention of TC & little to no physical evidence, 1:1 support essential

**A**ware of: in class, limited verbal/written explanation of TC with little evidence of retention & heavy support

**E**ngaged **w**ith: in class, able to use scaffolds, written evidence recorded, working with limited independence, requires support

**U**nderstood: TC being recalled and applied independently, may require prompting but 1:1 support not required

**M**astered: significant depth to understanding of TC applied to multiple contexts, student able to expand on ideas

## Baselining

At TGS, we offer a range of academic pathways and from these pathways, three threshold trajectories are formed. This is to ensure that all pupils can engage and progress in learning. These trajectories are decided upon and assigned on entry to the school (mostly in term 1 of year 7 but also for in-year admissions) via a baselining process of various activities, assignments and assessments. Reassessments are made at the end of Key Stage 3 and relevant pupils are re-baselined in that summer term.

From this baselining process, teachers will ascertain whether pupils are on a low, medium or high-attaining track. This is to ensure that the content delivered and the way it is delivered is appropriate in order for them to reach planned outcomes.

We believe that our curriculum model enables teachers to implement assessments that enables both children and teachers to understand what has been learnt and identifies specific areas where misconceptions have occurred or where more practice/recall is needed. The setting of trajectories recognises the need some pupils have for more space and time to achieve these progressions in. Assessment that is used formatively is therefore able to inform our pedagogy (teaching) because it is used dynamically throughout the course of a student's time at our school. Teachers are able to take into account pupils' starting points in terms of their prior attainment and adapt/respond accordingly.

Regardless of their assigned trajectory, the expectation is that all pupils will gain qualifications which enable them to progress and prepare themselves for adulthood and /or the world of work.

We will report pupil's academic progress to key stakeholders twice a year. For Years 7-10 these reports will be in December and July. For year 11 pupils, these reports will be in December and April.

Parents/carers will receive an assessment of their child's attitude to and engagement in lessons. This judgement will be defined in terms of 'outstanding', 'good', 'unsatisfactory' and 'of concern'.

Based on the trajectory assigned to pupils we will report on a pupil's progress being 'on track', 'above track', 'below track' or 'of concern'. Pupils who are consistently 'below track' or 'above track' are earmarked for interventions which enable them to reach their full potential and/or address any additional learning needs

### Example of TCAS record sheet (Global)

| Global            |  |   |    |           |   |       | Mastery Curriculum - Record Sheet                   |   |    |           |           |       |  |   |    |           |   |       |
|-------------------|--|---|----|-----------|---|-------|---|---|----|-----------|-----------|-------|--|---|----|-----------|---|-------|
| Threshold Concept | Step 1                                 |   |    |           |   | Score | Step 2  |   |    |           |           | Score | Step 3   |   |    |           |   | Score |
| T1                | Highlight words identified by teacher. |   |    |           |   |       | Locate dates and figures in relation to a question. |   |    |           |           |       | Use information from text to answer questions. |   |    |           |   |       |
| Reading Sources   |  |   |    |           |   |       |   |   |    |           |           |       |  |   |    |           |   |       |
| Judgement         | E                                      | A | EW | U         | M | S     | E   | A | EW | U         | M         | S     | E  | A | EW | U         | M | S     |
| Date 1            |  |   |    | 28-Sep-18 |   |       |   |   |    | 02-Oct-18 |           |       |  |   |    | 28-Sep-18 |   |       |
| Date 2            |  |   |    |           |   |       |   |   |    | 05-Nov-18 | 21-Jan-19 |       |  |   |    | 08-Feb-19 |   |       |
| Date 3            |  |   |    | 04-Dec-18 |   |       |   |   |    | 04-Dec-18 | 12-Dec-18 |       |  |   |    | 26-Feb-19 |   |       |
| Score             |  |   |    | 8         |   | 8     |   |   |    | 6         | 8         |       | 8  |   |    | 6         |   | 6     |
| Comments          |  |   |    |           |   |       |   |   |    |           |           |       |  |   |    |           |   |       |

## **Assessment and our 6 Pedagogical Drivers (see Appendix A)**

At TGS, we believe that effective pedagogy is essential for ensuring pupil progress inside and outside of the classroom. We have identified 6 pedagogical drivers which ensure effective delivery of our curriculum (see curriculum policy). They are also an integral part of how our staff assess.

## **Standardised Testing of reading (see Appendix D)**

School leaders have considered carefully the use of standardised tests to ensure that those used reflect the collective and individual needs of the students, which assessments offered data that could be readily used as part of formative assessment but also offered the opportunity to collect long term data on the school population, resourcing in terms of purchasing the assessments and use of staff time and finally implications for student time. The school will use a range of diagnostic assessments on entry and then to track progress. By using a range of assessments we can provide a comprehensive profile of a student's ability and the difficulties they may be experiencing.

## **Holistic Assessment**

### **EHCP Targets (see appendix B)**

In addition to using threshold concepts, all our pupils have EHCPs which identify SEMH as a primary need plus other areas of need linked to communication and interaction, independence and community involvement, sensory and physical and medical. Although our Threshold Concepts look to address large parts of cognition and learning needs, they do not address all of the needs outlined above as they are not designed to holistically measure the progress of our pupils and we believe that an extra layer of assessment is required.

Each pupil's EHCP targets are mapped to the school's core values (Going beyond Borders, Communication, Resilience, Balance, Reflection and independence). If we are able to arm our pupils with these values, we believe that we will have prepared them well for adulthood.

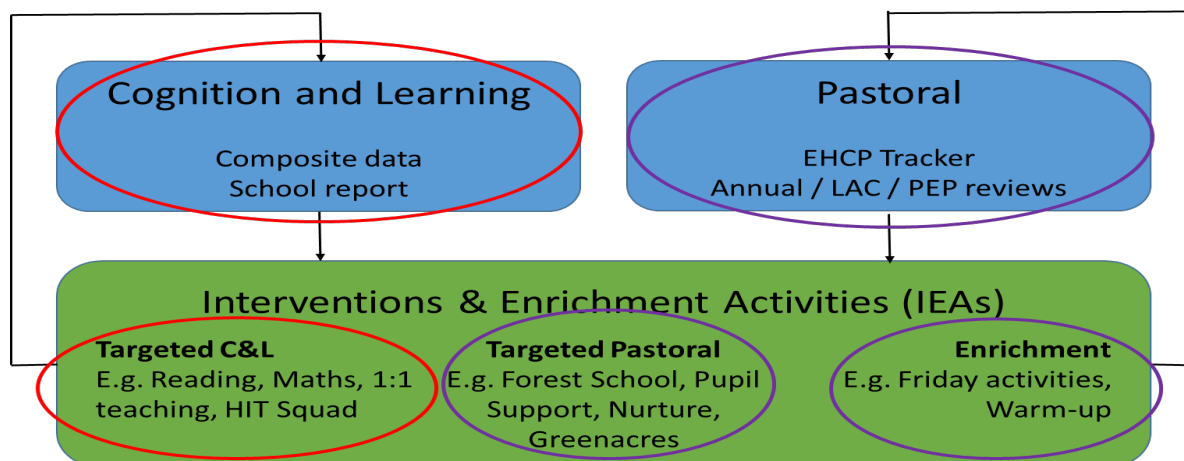
Pupils' progress against these targets is measured and reported on three times per year. From these assessments, we can determine their progress against the school core values and target them on priority areas of need.

Sessions are planned and activities tailored to address these core values targets and pupils assessed against these each term in order to measure the impact on their EHCP and pastoral progress to address

### **Interventions & Enrichment (see Appendix C)**

Pupils often require additional, tailored provision and experiences to maximise their progress against EHCP targets and core values. This is illustrated by the tables below;

# Pupil Progress: Where do we need to measure impact?



Measuring impact across the full school experience: Types of Intervention and Enrichment Activities (IEAs)

| Targeted C&L/medical interventions   | Targeted Pastoral Interventions  | Enrichment activities  |
|--|--|--|
| <ul style="list-style-type: none"> <li>- Reading 1:1</li> <li>- Specialist reading 1:1</li> <li>- Maths 1:1</li> <li>- Further Maths (Group)</li> <li>- Prince's Trust</li> <li>- ASDAN</li> <li>- HIT Squad</li> <li>- Teaching 1:1 (Inc. Outreach)</li> <li>- Physiotherapy</li> <li>- Occupational Therapy</li> </ul> | <ul style="list-style-type: none"> <li>- Art / Cooking / Sport / VLC 1:1 (Non-Pathway)</li> <li>- Drama</li> <li>- Media Comm</li> <li>- Drawing &amp; Talking 1:1</li> <li>- Emotional Awareness 1:1 / Group</li> <li>- Forest School</li> <li>- Key working 1:1</li> <li>- Pupil Support 1:1</li> <li>- Family Support</li> <li>- Nurture-based Groups</li> <li>- Music 1:1</li> <li>- Petite Ponies</li> <li>- Centurion</li> <li>- Greenacres</li> <li>- Saints</li> <li>- Harmful Behaviours 1:1</li> </ul> | <ul style="list-style-type: none"> <li>- Friday enrichment activities</li> <li>- Warm-up activities</li> </ul> |

We offer a range of individual and small group interventions targeted to meet cognition and learning and/or pastoral needs. In addition, Key Stage 3 pupils enjoy a range of enrichment activities. Key Stage 4 pupils are exposed to a range of vocational experiences and opportunities designed to enrich their learning experience, develop career-minded thinking and prepare them for the world of work and/or further education.

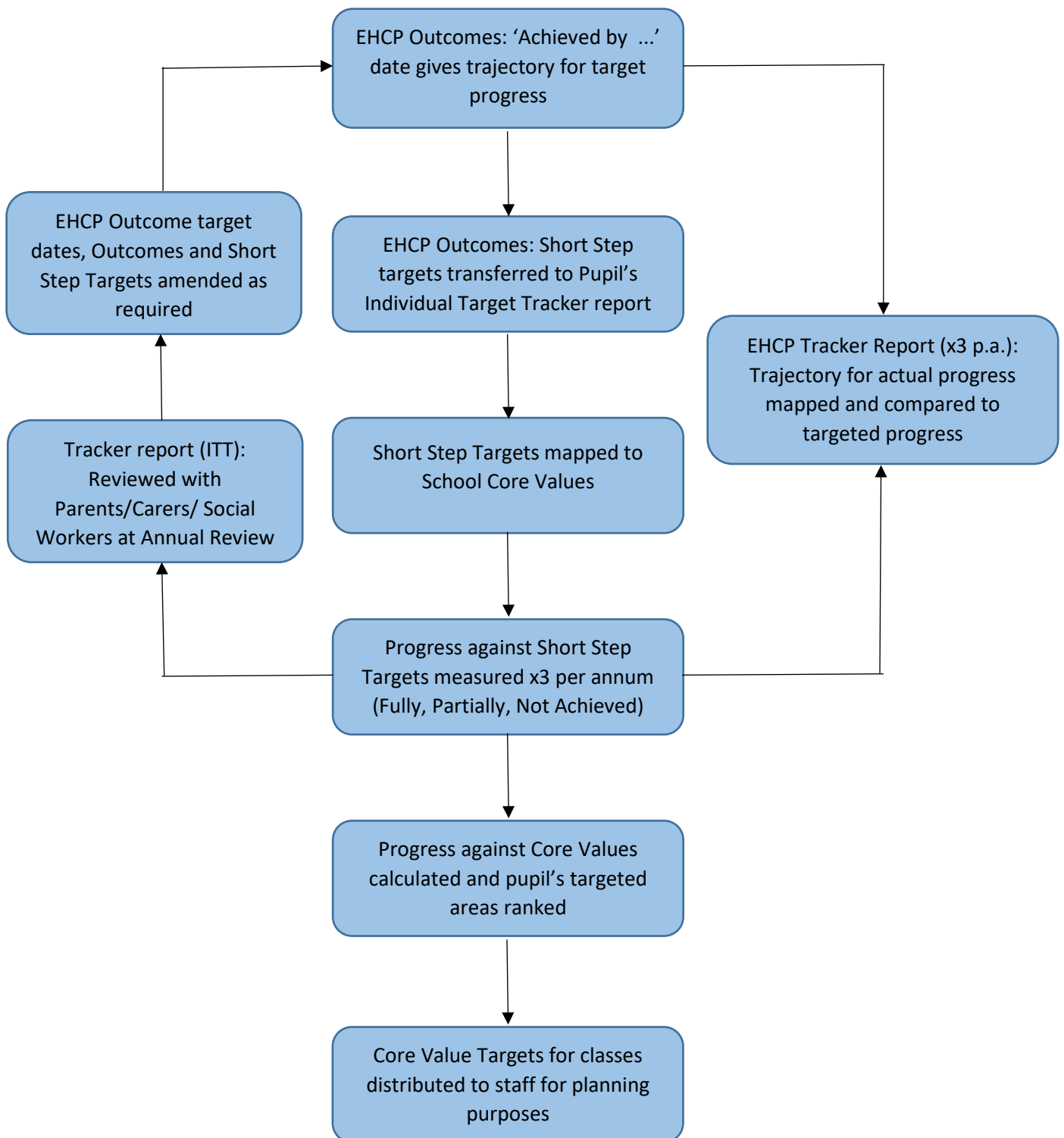
Intervention and enrichment activities are tracked on a termly basis to measure their availability and impact on the pupil. These are reviewed and, where necessary, individual timetables are adjusted. Information from this assessment informs the pupil's progress against their EHCP targets.



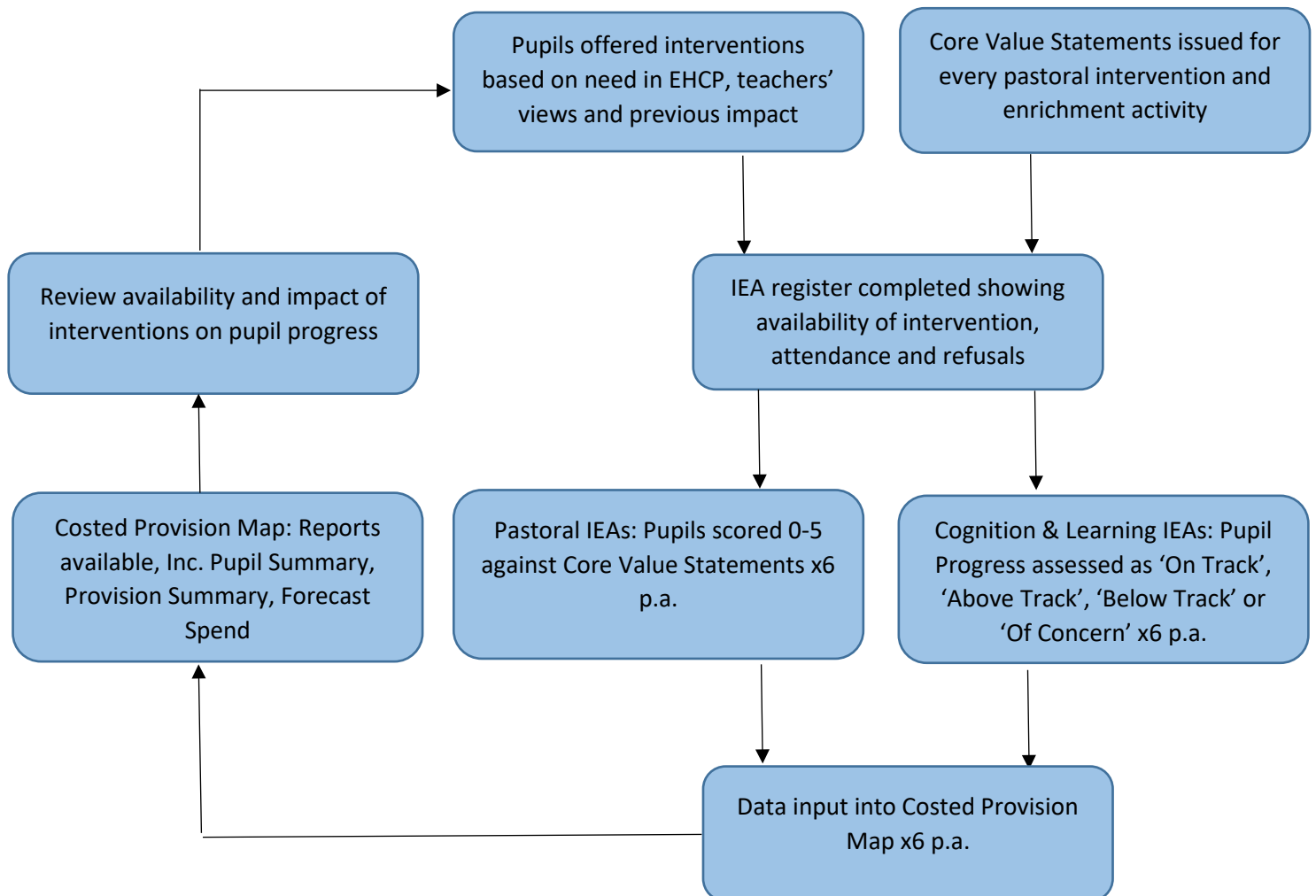
## Appendix A

|   |   |
|---|---|
|  <p>Active Reading</p>           | <ul style="list-style-type: none"> <li>- use of highlighter whenever possible</li> <li>- often teacher tells pupils what to look for</li> <li>- can promote 'skimming and scanning' skills</li> <li>- extremely useful for exams</li> <li>- helps avoid overload of working memory (Cognitive Load Theory)</li> </ul>                       |
|  <p>Regular Recall</p>           | <ul style="list-style-type: none"> <li>- low stakes/no stakes testing</li> <li>- material must be taught before recall</li> <li>- pupils <i>trying</i> to recall is the key</li> <li>- needs to be regular and 'interleaved'</li> <li>- variety of method and material is best</li> <li>- involve everyone (no 'opt out')</li> </ul>        |
|  <p>Schema Acquisition</p>       | <ul style="list-style-type: none"> <li>- essentially a change in Long Term Memory</li> <li>- without creating/changing schema, no learning has taken place</li> <li>- knowing what schema to access is helpful</li> <li>- the more they know, the easier it becomes to know more ('sticky learning')</li> </ul>                             |
|  <p>Spacing + Interleaving</p> | <ul style="list-style-type: none"> <li>- 'blocked practice' is inefficient</li> <li>- space out topics (2-3 weeks max)</li> <li>- interleave topics with different ones</li> <li>- naturally generates more recall</li> <li>- do this for regular testing as well</li> </ul>  |
|  <p>Dual Coding</p>            | <ul style="list-style-type: none"> <li>- words and visuals <b>together</b></li> <li>- more efficient use of working memory</li> <li>- combines phonological loop with visual-spatial sketchpad in working memory</li> <li>- easy to get wrong</li> <li>- keep pictures, power points simple</li> <li>- avoid anything irrelevant</li> </ul> |
|  <p>Live Feedback</p>          | <ul style="list-style-type: none"> <li>- helps avoid 'encoding failure'</li> <li>- our marking policy</li> <li>- live feedback is teaching (not assessing)</li> <li>- avoids 'evidence obsessed culture'</li> </ul>   |

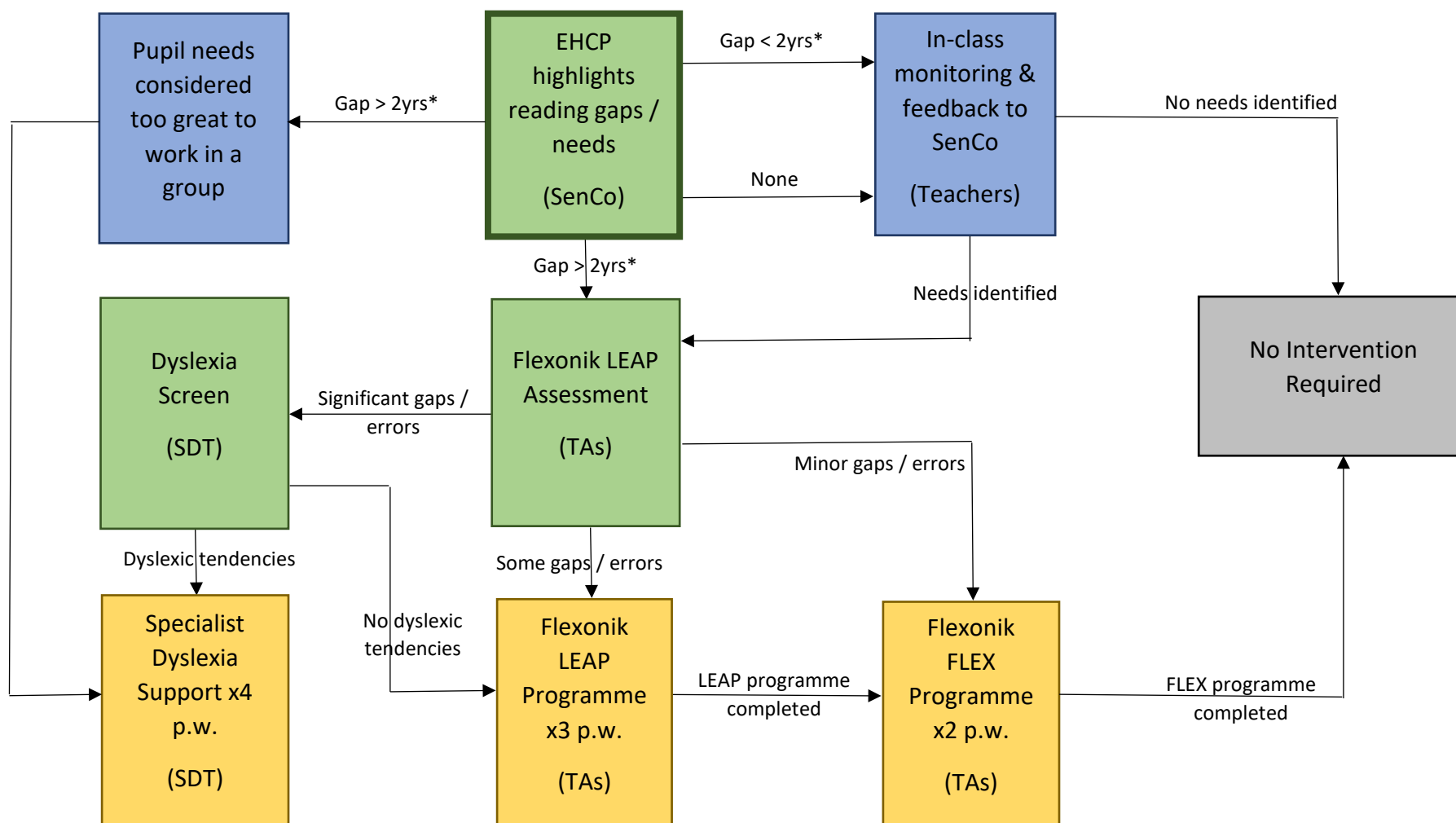
## Assessment of EHCP Outcomes



## Assessment of Interventions and Enrichment Activities (IEAs)



## Appendix D- Assessment Route: Reading Interventions



\* As more staff are trained to deliver LEAP and FLEX, we will look to provide reading interventions to pupils with a reading gap of <1

## How We Assess Your Child's Progress

Each subject leader breaks the curriculum down into small units called 'steps'

- Overarching all these processes are our 6 core themes- resilience, going beyond your borders, balance, communication, independence and reflection.

The subject leaders arrange these in order. They call these Threshold Concepts

- Threshold concepts are the units we believe your child needs to gain knowledge they can store and retrieve in order to achieve the learning they need to move through school and beyond.

Progress through these concepts is broken down into categories -we want all our pupils to gain mastery

- We use the progress categories;
- mastered
- understood
- engaged
- encountered
- aware of

We baseline pupils to determine which track best meets your child's needs for each subject

- We report this track as :
- Above track
- On track
- Below track
- Of Concern

Teachers will test regularly to check at which level your child has gained levels of understanding and application

- Teachers will do this in a range of ways but generally assessment will be carried out as they go along and by low-stake testing on a regular basis.
- Teachers record their assessment of a pupil's progress in the Threshold Grid to determine the pupil's actual progress within each subject.

Teachers compare actual progress with predicted track

- This process is ongoing and low-stakes testing will help to inform this process and ascertain if pupils' needs are being met

We will report the level your child attains to you twice a year

- We will use the terms 'on track', 'above track', 'below track' and 'of concern'.
- If your child is not making adequate progress or their progress indicates they are on the wrong track, then we will review the track and it will be altered and/or interventions will be put in place.
- We will report on pupils' attitude to learning and engagement and we will use the terms 'outstanding', 'good', 'unsatisfactory' and 'of concern'

Progress through these stages and steps will build a higher level of ability for pupils to apply their learning through a range of curriculum areas and situations including in examinations and vocational qualifications