

Parayhouse School Assessment (inc. EHCPs) Policy

Aims

The aim of this policy is to set out the guiding principles for Assessment at Parayhouse School. This policy will detail:

- Ethos behind Assessment at Parayhouse School
- Procedures for Assessment at Parayhouse School
- Reporting methods and timetable for stakeholders, such as staff and Governors
- Monitoring and analysing of EHCPs
- Moderation ethos and procedures at Parayhouse School

Principles

At Parayhouse School, we believe that assessment must be

1. fit for purpose
2. tailored to our students needs
3. meaningful and embedded into daily teaching
4. demonstrate areas of not only weakness but also strength (i.e, we don't just identify gaps but celebrate achievement)

Therefore, we follow our own bespoke assessment tools, based on P-Scale and National Curriculum Outcomes. These outcomes were devised to meet the needs of our students and are presented in a way that is non-linear, in order to meet the needs of our learners.

Furthermore, as a Special Needs School, we have a robust practice of Moderation including, but not limited to, module Best Practice meetings, Leadership team Book Looks and Learning Walks as well as consistent analysis by the Assessment Co-ordinator throughout the year.

What we assess?

As all of our learners have communication, cognition and social/emotion difficulties what and how we measure is vital in recording progress, celebrating achievement and planning next steps. Therefore, we measure the following, using the various tools (examples available on website where appropriate). The source for each tool is also listed.

Area of Learning	Tool	Source
Core Subjects (Maths Number, English Reading Comprehension, Writing Composition)	Phase Outcomes	Devised by Assessment Co-ordinator
Foundation Subjects (Art, Drama, PE, Lifeskills etc)	Engagement, Persistence and Skills Tool	Devised by Assessment Co-ordinator
Social and Emotional Skills	Boxall Profile	Annual Subscription to Boxall Profile
Thinking Skills and Problem Solving	Problem Solving Program	Devised by Assessment Co-ordinator
Rote Reading (Phonics and Whole Word Reading)	In class assessment tools based on Oxford Owl	Devised by Acting Co- Headteacher
EHCP Targets	Drawing from the above assessment tools – review meetings	EHCP Co- ordinator

Procedures (Assessment)

The following demonstrates the yearly procedures for assessment at Parayhouse School. These alter slightly each year depending on National circumstances, however the core structure remains the same (e.g. the introduction of the End of Key Stage Standards as opposed to the P-Scales in 2019-20 will alter some arrangements).

Module	Activity	Reporting
M1	<ul style="list-style-type: none"> • Baselining of students for all subjects • Targets set for year 	<ul style="list-style-type: none"> • Baseline report (attainment) presented to Staff and Governors
M2	<ul style="list-style-type: none"> • Moderation 1 • Recording of Boxall Profiles 	<ul style="list-style-type: none"> • Moderation Report to staff and Governors
M3	<ul style="list-style-type: none"> • Formal recording of progress for Core and Foundation subjects 	<ul style="list-style-type: none"> • Learning Report (progress) presented to Staff and Governors
M4	<ul style="list-style-type: none"> • Moderation 2 • Recording of Boxall Profiles 	<ul style="list-style-type: none"> • Moderation feedback to staff and Governors
M5	<ul style="list-style-type: none"> • Review of Boxall Profile Assessments and target setting for following year 	<ul style="list-style-type: none"> • Informal update on learning progress • Pupil Premium Report written for end of financial year*
M6	<ul style="list-style-type: none"> • End of year recording of progress for Core and Foundation subjects 	<ul style="list-style-type: none"> • End of year learning report presented to staff (Presented to Governors following September)**

**Completed in conjunction with the school financial officer and published to the webpage*

***End of year report is formally presented during a full governing body meeting, usually during the first meeting of the academic year in order to inform school targets going forward.*

Procedures (EHCP)

Module	Activity	Students involved
M1	EHCP Review meetings and target setting	All students
M2	Provision Map for EHCP targets and needs	All students
M3	Meetings set for EHCP Transitions	
M4	Preparation of EHCP Transition meeting papers	Y5/Y10 students
M5	EHCP Transition Meetings	Y5/Y10 students
M6	Meetings set for M1 for following academic year	All students

The above is a general guide to the EHCP schedule across an academic year. It is important to note that at times emergency reviews are conducted outside of this schedule if required. All meetings should follow the below pre and post meeting procedures:

Before the meeting:

1. Meeting dates are set for the appropriate time with invitations sent out to families, Local Authority and relevant professionals
2. EHCP Co-ordinator reviews required documents (EHCP, Local Authority Review form, any professional input).
3. Local Authority Review Form completed (as appropriate) by EHCP Co-ordinator and Key Staff (Teachers, Speech and Language and Occupational Therapists and Assessment Co-ordinator)
4. Review forms sent home for Family views to be recorded

Meeting held

After the meeting:

1. Local Authority Review forms to be sent off within the appropriate time frame
2. EHCP Co-ordinator to follow up any EHCPs not returned with amendments

Appendices

Elements of this policy will refer to the following documents which are on the school webpage and saved securely on OneDrive for staff access.

- End of Year Learning Report (2017/18)- Updated in July for 2018/19
- Assessment Outcomes Parayhouse School
- Problem Solving Outcomes
- Foundation Subject Assessment Tool
- Summary of Provision

Reviewed by S.Croyle
March 2019

To be reviewed July 2020