

The Christian School (Takeley)

DFE No. 881/6041
Registered Charity No. 1148518
Company Limited by Guarantee No. 8165830



WHOLE SCHOOL ASSESSMENT FRAMEWORK

Review by: Sue Humphries Date: April 2020
Agreed by: M Emlyn Humphries Date: 23rd April 2020
Review date: May 2021

Written with due regard for:

- Curriculum Teaching Standards
- SEND policy

Purpose

The whole school assessment policy details the across-school procedures followed by the school to gather data about the progress of students.

It gives a rationale for recording and meeting special educational needs including gifted and talented pupils.

It outlines reporting procedures.

Course assessments are kept in each teacher's individual course folders. Details of these assessments are specified in subject documentation and may broadly follow National Curriculum guidelines.

A system of progress measures are to be found in our policy on Teaching Standards which includes a whole school marking policy.

Rationale

- The expectation of the children is as individuals and for most subjects, class teaching takes place in mixed ability groups.
- When children have matured enough to appreciate any limitations they are experiencing then a mutually agreeable course of specialisations is pursued and a strategy for support teaching is explored - it is not very helpful to drift into this strategy.

Regular assessment is undertaken and by the end of KS2 most children have an appreciation of their abilities and needs and are able to be led into an understanding of their potential. It is very damaging for a child to secretly nurture a feeling that no one knows how difficult they find things and a feeling that disclosure will damage the teacher's esteem for them. A teacher with the opinion that if they would just follow this prescription, or just be this way inclined or just pull themselves together does no good.

Specifically we have continuous and special assessments of children's development in language and number and remedial and support teaching for children with assessed needs.

Remedial teaching is carried out in the normal course of events by the class teacher and classroom assistants at the primary level and by an individually programmed support system for secondary children.

Children with Special Educational Needs or Disabilities.

Where pupils have a learning disability or learning difficulty they will come under the school SEND provision. Please see the SEND policy for more information.

We recognise that the more able have special needs. In a small number of cases, pupils of high ability may experience difficulties that de-motivate them and cause them to become 'problem' children. This is why performance indicators are important to highlight children who are significantly underachieving. Children may be 'coasting' in terms of their ability or may be frustrated by their inability to communicate what they know. This is why reasoning tests are used to give a standardised assessment of cognitive ability. The very able, who can be classed as gifted and talented (they have one

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or more abilities developed to a level significantly ahead of their year group) may need the additional support that can be given through the SEND Team. Please see the SEND policy for details.

Pupils for whom English is a Second Language.

We have successfully worked with infant aged pupils whose first language is not English. At this age the small size of the group and the individual nature of numeracy and literacy work means that we are able to integrate non-English speakers into the group and work with them as first their level of understanding increases and then their ability to express themselves in English grows.

Although having English as a second language is not a learning difficult, it may be appropriate for these pupils to come under the school SEND provision for a time.

Assessment Cycle at EYFS, KS1 and KS2

EYFS

Baseline Assessment 2 weeks after starting in Reception
Learning Journal at the end of each term using online Learning Book
Whole group progress assessment each term
Early Years Foundation Profile

KS1

Y1 Phonic screening Test
KS1 Hamilton Trust weekly assessments
Y2 termly assessment in English and Maths using Headstart assessment tests
Y2 Progress in Maths and English Granada Learning

End of Infant Years' Progress Assessments

Suffolk Reading Scale Test (Y2 -Y8)

Level 1 administered at the beginning of KS2 usually in Winter Term 1 and subsequent levels administered if it is felt necessary to chart a child's progress through KS2 and until KS3. This test is given at the beginning of the year and at the end of the year to measure progress over a period for pupils where this is necessary.

KS2

KS2 Tests

Pupils will be assessed using CAT tests at the end of Y6.
These tests will include the Suffolk Reading scale detailed above.
The children will be tested where appropriate using the Suffolk Reading Scale.
Weekly Assessments are done using Hamilton Trust resources which are collated each term.
They will all be tested using current NC material using Progress Measures that have been standardised nationally, but at present the school will not be taking part in the external assessment of this work. These include Headstart Assessments, termly in English and Maths and Progress Tests administered through Granada Learning in the Summer Term.

The results will be collated and circulated to staff by means of a meeting.

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Remedial Programme Of Study For Language (Y3 And Y4) on Entry to KS2

It will have been noted at the end of KS1 that certain children have had problems. Children will therefore have been following a programme suitable to their individual needs. The children's progress and the final results of KS1 assessments will give a good indication of the specific problems being experienced by the children. These are communicated using the Key Stage Transition Form.

On entry to KS2 these problems will be considered and the entry points into the KS2 curriculum decided. The KS2 curriculum is designed so that pupils may start on it at a stage comparable with the stage they were at the end of KS1. The work, however, is deliberately different in content from that at KS1 so as to give each child a sense of having progressed. It is important then that the entry point for pupils is carefully assessed and their initial progress carefully monitored.

Pupils experiencing difficulties during the first two terms of KS2

Teacher assessments will be compared with the results of the "Suffolk Reading Test" scores achieved. Other sources of information might include the Fred J Schonell graded Dictations and Spelling Tests. If it is felt that language progress is slow but the course is meeting the child's needs then they will continue with the mainstream course and will be set remedial work from that course, where problems occur. Details of this remedial work will be recorded on an individual's normal class record as a reminder of what has been done, and when. This will be communicated to the parents who may be encouraged to seek an external assessment for a specific educational need.

Assessment Cycle at KS3 and KS4

CAT tests will be sat by Y7 where needed and Y9 pupils in the Autumn term and if appropriate. An Online Intervention, should be posted by staff who note any general or specific problems and will be analysed by the SENTeam who will collect impressions from various teachers and present a brief report to teachers in teachers' meetings. At review it may be decided that additional internal support or external advice is needed and then an **Individual Education Plan** devised. In certain years this may imply the need to create separate groups for English and Mathematics teaching.

Remedial Action Y7

The Core programme will be adapted appropriately, a programme of remedial intervention being outlined.

All senior teachers will be informed about the results of tests. Further testing may be used to ascertain the effectiveness of measures.

At the end of Half-Term 1 of Year 7, course assessments, will provide evidence as to the suitability of the measures being put in place.

Support Programme Y7 to Y9

Time may be timetabled to be used for regular Support Tuition to include:

- Reading and Reading comprehension from appropriate books tailored to the individual's abilities and also reading based around individual interests.

- Spelling, punctuation and grammar checks of words from all subjects
- Remedial Work on spelling and handwriting.
- Support work using audio equipment and computers.

It is a view held that, to be effective educators, every teacher needs to take responsibility for

- the upholding of standards of presentation
- the teaching of the basics of literacy and numeracy.

Assessment of Remedial & Support Teaching Y7 - Y9 (Lower Seniors)

The normal course of assessment will be:

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- 1) Individual teacher assessments appropriate to the subject including an **Initial Remedial Assessment**.
- 2) End of year assessments.
- 3) Problems in Mathematics will be dealt with through the structure of the Maths course.

An ongoing dated record will be kept of each pupil's **Individual Education Plan** programme and progress.

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KS4 Examinations

It is a position held by the parents of the children in this school that the education being offered here is sufficient and meets the normal and special academic needs of the pupils and the requirements of the National Curriculum as we understand them. The school also gives a broad education, recognising that all study does not necessarily lead to a qualification but is a worthwhile discipline.

We offer GCSE's in the core subjects Mathematics, English and Science to all pupils achieving the minimum requirements set by the examination board. In addition, all students take Religious Studies GCSE and are taught Computer Science.

For those able to cope with self-study, we offer to support other GCSE through Oxford Open Learning in collaboration with parents.

Pupils in KS4 continue to receive PSHE, citizenship and careers education including an evaluated work experience placement.

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Appendix 1

Philosophy

It will become evident to anyone involved in the school that a number of the children have specific problems to do with reading, writing, spelling and arithmetic. This document aims to outline the school policy on assessing children's progress in these areas and also details the remedial action that is generally taken and the support offered to children with problems. Behind these decisions is an approach towards special needs detailed in this introduction.

To begin with, it must be appreciated that the attention given to each child should be appropriate to their assessed need. Every child has a potential that needs fulfilling and much care is given towards both extending and supporting pupils in their learning. The principal is that each child is educated according to his or her individual ability and level of competence and our expectation of each child is individual. The children are made aware of this and hopefully feel that the work they do is relevant to them. This produces an environment of purposefulness in work and of the children being supported whatever their abilities.

The principal of an individual expectation means that support teaching is not seen as being unusual since it is offered to everyone. Children are not marginalised and isolated groups are not created, since all the children have problems at one time or another.

Nevertheless as the children grow older and as the curriculum becomes more specialised there are certain specialisms that rely on a high level of literacy and numeracy. This is an accepted part of education. As far as support teaching helps to make subjects accessible or appropriate to differing levels of ability and where it is felt good that children study the subject or the child has a particular interest in the subject, then appropriate programmes of work are offered. Programmes including a measure of supported self study and individual tutoring have been used. Within this framework each child can be supported and stretched and any remedial action can be taken in the normal course of events. However specific needs may make achievement so meaningless as to make motivation very difficult and the pursuit of the subject hard to justify, only serving to reinforce feelings of failure by children constantly knocking up against the same walls of difficulty.

In subjects outside the core subjects, English Language, Mathematics, Science and Craft, judgements have to be made as to the appropriate choice of areas of study, that will not de-motivate the older child with specific needs or affect their opportunity to achieve within their core studies.

Within the core subjects and any other areas of study attempted, decisions also have to be made as to the levels of content, analysis and abstraction the child is able to usefully cope with. If a child is unable to measure up to what is being expected of them they will experience unnecessary failure.

Analysis is a skill that takes some development. A level of reading comprehension and an ability to manipulate ideas on paper is necessary before a child can be taught to successfully think analytically. Abstraction is a high level skill involving generalising on experiences and comparing and evaluating them in order to solve problems or draw conclusions.

It would be inappropriate to expect someone struggling with problems that are based in the concrete to find abstraction easy or rewarding. An atmosphere of utility and everyday relevance must be maintained with children experiencing difficulties. Where practical, teachers should found their lessons on the basics accessible to all and develop them to then accommodate the needs of the more gifted and talented.

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From these practices and ideas a second principal becomes apparent. Each child as well as having its own individual ability has its own individual potential to which we can work. A child can experience hurt, if their potential is not recognised. A child who is finding their potential hindered by difficulties that get in the way of the workings of their mind will experience frustration.

We should be aware of remedial techniques of teaching where problems can be remedied. Supportive techniques of teaching where aids can be used to overcome difficulties should be investigated.

Remedial teaching helps children to achieve their potential by retraining them in areas of weakness. If a child shows abilities that are not matched by their performance, then the task of the teacher is to find the point at which the child is failing and remedy the problem that is causing the failure.

Supportive teaching helps children by ascertaining their current levels of achievement. It discovers that this is about as far as they are able to go, feeds that potential, offering aids and interests. These will maintain a level of achievement and keep the door open for a maturing in potential at a later date.

Every child needs coaching and encouraging. Remedial teaching can be a kick-start, a push up a difficult hill, a making good or a relaying of foundations. It begins with confidence building; a finding of strengths and a using of strengths to remedy weaknesses.

Support teaching can be giving a crutch; the building up of strength to cover a weakness.

Children learn best when they are confident in their ability to achieve and feel valued in what they can do well.

Children with reading and writing problems have a tendency to need more support teaching than most. They also seem to find difficulty in achieving their potential and sometimes seem to have achieved it very early. Consolidation and confidence boosting is required to maintain motivation.

When many methods of remedial teaching have been tried and a course of action failed then a discerning teacher must revise their goals and seriously think of ways and means of consolidating and using what is known so that strengths are strengthened. Ways of consolidating a child's attainment include, enlarging the sphere of application of skills and also providing strategies to overcome any social disadvantages encountered.

It is fair to say that not all education takes place at school and children may attain their potential after leaving school. Therefore strategies should be explored for keeping the door of opportunity open.

There may be a rapid de-motivation as difficulties are constantly met. If the level of the child's maturity is not matched by the level of work they are able to master they become disinterested. Peer pressure that makes it socially unacceptable to be presented with your problems in reading and writing, or purely emotional problems associated with social, parental or personal interests running counter to the schools can make progress difficult.

With maturity comes confidence, a maturing in potential. Life's experiences and necessities form a good framework for developing skills of reading and writing. A good education then must enable people to extend their learning when it becomes possible or necessary and give them the attitudes and practices to enable them to be successful.

We can ensure this through our general policy. Children with reading, writing and numeracy problems should leave us knowing they can do well, with interests to keep the skills they have and with strategies to overcome any disadvantage they may experience.

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