

Pupil Assessment Procedure Policy

Clarity Independent School

Bridge Barn Farm
Woodhill Road
Sandon
CM2 7SG

Written by Debbie Hanson

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Pupil Assessment Procedures

Assessment will take place across the academic year using a range of tools and procedures.

1. Formative Assessments:

Title: CURRICULUM ATTAINMENT TEACHER ASSESSMENTS	
- Teacher assessment based on ongoing evidence from lessons and pupil work + End of unit Assessments	
Subjects	Grade scales
<ul style="list-style-type: none"> - English - Maths - Science - Computing - History - Geography - Music - Art - PCSHE 	Year group 1-9 Emerging/Developing/Secure Eg. 1E 1D 1S – 9E 9D 9S
Target setting:	<ul style="list-style-type: none"> - Automatic pre-set for targets – one year’s progress [eg, if currently 5D – target becomes 6D] - This should be editable so that it can be adjusted by the Teacher

2. Summative Assessments:

Title: CURRICULUM ATTAINMENT STANDARDISED ASSESSMENTS			
<ul style="list-style-type: none"> • Scores derived from Standardised Tests [all GL Assessments] • administered under test conditions • Termly [x3 per year at the end of each term] 			
Subject	Test	Grade scale	Grade scale
Reading	NGRT	Age standardised Scores [SS]	Age in Yrs:months
Spelling	NGST	Age standardised Scores [SS]	Age in Yrs:months
Maths	Maths Progress test	SS	
Science	Science Progress test	SS	
Target setting:	<ul style="list-style-type: none"> - A Standardised Score which is equal to or above the current SS - Age in yrs:mths should be +3months (at least) 		

3. Ad Hoc Assessments:

Title: READINESS TO LEARN ASSESSMENTS			
<ul style="list-style-type: none"> • Scores derived from Standardised Tests • administered under conditions relevant to the test • are administered as appropriate for the test • No set targets 			
Subject	Test	Raw score	Grade scale
Cognitive Ability [x1 per year only]	CAT4	Text as entered?	Text as entered?
Pupil Attitudes to self and school [x3 termly]	PASS	Text as entered?	Text as entered?
Emotional Wellbeing [x3 termly]	SDQ	Text as entered: - Total pupil score - Total parent score - Total school score	
SEDAL [Ad hoc as required]			<ol style="list-style-type: none"> 1. Social development age – yrs:mths 2. Emotional development age – yrs:mths 3. SEDAL development age – yrs:mths

4. Specialist Assessments:

- not recorded on Arbor [due to the need for specialist interpretation of the data]
- for Debbie Hanson's interpretation only
- for baseline assessments upon entry, specialist reports, Exam Access arrangements applications and Annual Review reports

Title: SKILLS-BASED STANDARDISED COGNITIVE ASSESSMENTS																																					
<ul style="list-style-type: none"> • Scores derived from Specialist screening skills-based assessments • X2 per year • Autumn term + End of Summer term [Oct + June] 																																					
Clarity Independent School Assessment Grid 2019 - 2020																																					
Name	Admission month	Literacy				Exam Concessions				Maths				Cognitive																							
		DP Writing speed	WMA1 & Spelling	DP Spelling	Passage Comprehension	Passage Reading Fluency	Passage Reading Accuracy	Passage Reading Speed	WMA1 word reading	DP Word reading	Literacy assessment date	Eligible Scribe? Requires laptop?	Spell / grammar check on / off?	Reader	Oral Language Modifier	Extra time	Maths assessment date	Overall IS WMA1s	DNMP Addition age Y.M	DNMP Subtraction age Y.M	DNMP Multiplication raw score / 45	DNMP Diagnostic test raw score	Attempted DNMP questions	Cognitive assessment date	WMT Verbal	WMT Visual	WMT General Ability	SNMT Visual processing speed	DP Naming speed	DP Reading speed (sentence)	DP Processing speed	TOWME1 WME	TOWME2 PCE	TOWME3 Overall	DP Phoneme Deletion		
	10/06/2020	25.8.20									25.8.20			N	N	25%								25.8.20	95	N/A	N/A	106	85	80						115	
	11/06/2020																																				
	01/11/2019	13.11.19									13.11.19	Y	Y	OFF	N	50%	13.11.19		79					13.11.19	88	See *	N/A	66	79	69	69						119
	01/09/2019	3.10.19									3.10.19	Y	Y	ON	N	U	25%	3.10.19	8.0-76	8.6	7.6	22	39	54	3.10.19	107	115	113	88	90	94	90					88
	01/09/2019	18.10.19									18.10.19	Y	Y	ON	N	U	25%	18.10.19	84	11	9	24	34	43	18.10.19	107	106	107	93	101	83	90					77

5. Specialist Intervention Assessments:

Title: SPECIALIST INTERVENTIONS PROGRESS			
<ul style="list-style-type: none"> • Weekly monitoring records to be kept and annotated after each intervention. • School lead for the Intervention to monitor Weekly records • Specialists to monitor and review programmes Termly [x3 per year at the end of each term] 			
Intervention	Recorded by?	Monitored by?	Grade Scale
One plan Targets	Keyworker	SENCo - S.Ailara	Emerging/Developing/Secure [E/D/S]
Speech and Language Therapy Targets	SaLT + Keyworker	SaLT [Let's Talk - Jane McKean] + M.J. Yasruddin	Emerging/Developing/Secure [E/D/S]
Occupational Therapy	OT + Keyworker	OT [Occupational Therapy Essex – Abi Johnson] + A. Kidd	Emerging/Developing/Secure [E/D/S]
Emotional Wellbeing	Susan O'Sullivan	Susan O'Sullivan	<i>See PASS + SDQ scores See One plan target progress</i>
Target setting:	<ul style="list-style-type: none"> - SMART targets to be set by the Specialist for Specialist Interventions - SMART targets to be set by Keyworker in collaboration with the SENCo - Target = "SECURE" by the end of the term 		

Other assessment tools that may be used

Literacy attainment assessments:

Word reading and spelling - WRAT 5, Dyslexia Portfolio

Comprehension - GORT5 (Grays Oral Reading Test), YARC (York assessment of reading comprehension), WRAT5 sentence comprehension (a standardised prose activity).

English writing - National Curriculum Assessments from Standards and Testing Agency, DASH handwriting speed.

AAB (Academic Achievement Battery)

Mathematics

Calculation - WRAT 5 Mathematics

Maths Reasoning - AAB mathematics reasoning and calculations subtests

National Curriculum Assessments from Standards and Testing Agency.

Access mathematics test.

DIMP maths placement and gap analysis tests

Science

National Curriculum Assessments from Standards and Testing Agency.

Pearson's

Rising stars

Handwriting efficiency:

DASH (detailed assessment of speed of handwriting) - fluency, copying speed, free writing speed

Teacher assessments

Social Emotional Communication and response to intervention:

SEDAL - social emotional development age level

Coordination and balance:

External occupational therapists

Movement assessment battery (Pearson clinical)

Memory and concentration:

TOMAL2 - Test of memory and learning (auditory, visual, kinaesthetic memory).

Phonological processing skills:

CTOPP2 - Comprehensive test of phonological processing (age 6 upwards)

Auditory processing skills:

TAPS 4 - test of auditory processing skills

Visual motor integration skills:

Beery Buktenica - integrating and coordinating visual and motor abilities

Neuro-Motor Immaturity:

INPP (Institute of Neuro-Physiological Psychology) screening test and intervention programme

ASDAN Awards

The school has accredited staff to deliver the ASDAN personal progress qualifications in key stage 4, including the COPE award.

We may also use the UAS (Unit Award Scheme) for AQA awards.

Overall responsibility for assessment in **Clarity Independent School** rests with the Head Teacher:

Debbie Hanson, Head Teacher