Pupil Assessment Procedure Policy

Clarity Independent School

Bridge Barn Farm
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Clarity Independent School is committed to safeguarding...

"Our school is committed to our whole-school approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do, and underpins all systems, processes and policies...We promote an environment where children and young people feel empowered to raise concerns and report incidents and we work hard in partnership with pupils, parents and care-givers to keep children safe."

Clarity Safeguarding Policy September 2023

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Pupil Assessment Procedures

Assessment Rationale:

Assessment will take place across the academic year using a range of tools and procedures.
A range of assessment types is used, in accordance with the type of information needed. We ensure that all assessment is purposeful in providing information that teachers can use to: plan pupils' learning programmes ("Assessment for learning"); provide pupils' progress information, which is reported to pupils, parents and all other stakeholders; and predict pupils' expected end of year targets, which informs their 'Pathway to Success' (the pathway of qualifications we expect pupils will be able to work towards).

Formative Assessments ("Teacher Assessments"):

Title: CURRICULUM ATTAINMENT TEACHER ASSESSMENTS	
- Teacher assessment based on ongoing evidence from lessons and pupil work + End of unit Assessments.	
Subjects	Grade scales
- English - Maths - Science - Computing - History / Geography - Art - PCSHE / Music / RE - PE / football coaching / swimming	Year group 1-9 Emerging/Developing/Secure Eg. 1E 1D 1S – 9E 9D 9S
Target setting:	- Automatic pre-set for targets as one year's progress [e.g., if currently 5D – target becomes 6D] - This can be adjusted by the Teacher according to pupil progress throughout the year and considering pupil SEND.
Qualification programmes - **Functional Skills Entry levels 1,2,3** - **Functional Skills Level 1 & 2)** - **ASDAN Personal development** - **NCFE Level 1** - **GCSE???** - **Entry Level Certificate (ELC)**	Progress is measured against the course specification and recorded as: E - Emerging D - Developing S - Secure Ex – Exceeding *[NB: See Appendix 1 for table showing how these can be mapped to indicative GCSE grade equivalence.]*
Target setting:	Progress measures inform the expected qualification level the pupil is working towards for the end of the course (the duration of these courses vary from 1 – 3 years).

Summative Assessments:

Please note we do not quote reading / spelling ages to parents / children due to the potential of this feeling demoralising where children have significant gaps.

Curriculum Attainment Standardised Assessments			
• Scores derived from Standardised Tests [all GL Assessments] • Administered under test conditions • Termly (reading, spelling and subjects - optional for subject leads)			
Subject	Test	Grade scale	Grade scale
Reading	NGRT	Age standardised Scores [SS]	Age in Years: months
Spelling	NGST	Age standardised Scores [SS]	Age in Years: months
Maths	Maths Progress test	Age standardised Scores [SS]	
Science	Science Progress test	Age standardised Scores [SS]	
English	English Progress test	Age standardised Scores [SS]	
Target setting:	- A Standardised Score which is equal to or above the current SS - Age in yrs:mths should be +3months (at least)		

Ad Hoc Assessments:

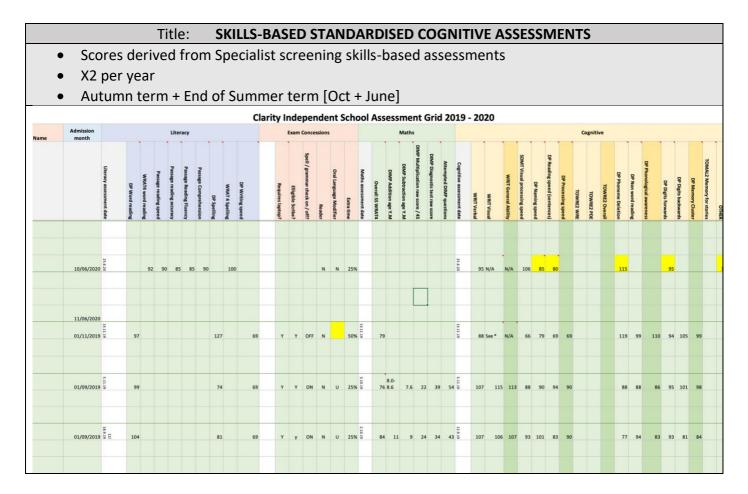| Readiness To Learn Assessments			
• Scores derived from Standardised Tests • Administered under conditions relevant to the test • Administered as appropriate for the test • No set targets			
Subject	Test	Raw score	Grade scale
Cognitive Ability **[x1 per year only and / or upon entry to the school]**	CAT4	- Verbal reasoning - Quantitative - Non-verbal reasoning - Spatial awareness	Percentiles Standardised scores *NB: The CAT4 provides indicators to predict performance at the end of the next Key stage where it can be assumed that student will have the opportunity to experience full curriculum coverage and no affect from SEND so these predictions are taken with caution.*
Pupil Attitudes to self and school **[Termly, x3 per year]**	PASS	Text as entered	Percentiles

Emotional Wellbeing **[Termly, x3 per year] or as relevant**	SDQ	Text as entered on a quantitative scale	- Total pupil score - Total parent score - Total school score
SEDAL **[Ad hoc as required]**		- Agree/disagree - Developmental ages	1. Social development age – yrs:mths 2. Emotional development age – yrs:mths 3. SEDAL overall development age – yrs:mths

Specialist Assessments:

- Not recorded on Arbor *[due to non-comparative data and the need for specialist interpretation of the data]*
- Debbie Hanson (Level 7 APC Assessor) interprets and shares information with staff team, with explanation as required
- Used for: baseline assessments upon entry; specialist reports and annual reviews; progress measures of specific learning difficulties or areas of learning profiles; and Exam Access arrangements applications

Title:	**SKILLS-BASED STANDARDISED COGNITIVE ASSESSMENTS**
• 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																		
		Literacy assessment date	DP Word reading	WRAT4 word reading	Passage reading speed	Passage reading accuracy	Passage Reading Fluency	Passage Comprehension	DP Spelling	WRAT 4 Spelling	DP Writing speed	Requires laptop?	Eligible Scribe?	Spell / grammar check on / off?	Reader	Oral Language Modifier	Extra time	Maths assessment date	Overall SS WRATA	DIMP Addition age Y.M	DIMP Subtraction age Y.M	DIMP Multiplication raw score / 45	DIMP Diagnostic text raw score	Attempted DIMP questions	Cognitive assessment date	WRIT Verbal	WRIT Visual	WRIT General Ability	SDMT Visual processing speed	DP Reading speed (sentences)	DP Naming speed	DP Processing speed	TOWRE2 WRE	TOWRE2 PDE	TOWRE2 Overall	DP Phoneme Deletion	DP Non word reading	DP Phonological awareness	DP Digits forwards	DP Digits backwards	DP Memory Cluster	TOMAL2 Memory for stories	OTHER
	10/06/2020	25.6.20		92	90	85	85	90		100					N	N	25%								25.6.20	95	N/A	N/A	106	85	80					115			95				
	11/06/2020																																										
	01/11/2019	13.11.19	97		127					69		Y	Y	OFF	N		50%	13.11.19	79						13.11.19	88 See*	N/A		66	79	69	69				119	99	110	94	105	99		
	01/09/2019	5.11.19	99		74					69		Y	Y	ON	N	U	25%	3.10.19		8.0-76 8.6	7.6	22	39	54	5.11.19	107	115	113	88	90	94	90				88	88	86	95	101	98		
	01/09/2019	18.9.19	104		81					69		Y	y	ON	N	U	25%	2.10.19	84	11	9	24	34	43	12.9.19	107	106	107	93	101	83	90				77	94	83	93	81	84		

Specialist Intervention Assessments / Reviews:

Specialist Interventions Progress			
• Weekly monitoring records to be kept and annotated after each intervention • School Intervention Lead 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	Emerging/Developing/Secure [E/D/S]
Speech and Language Therapy Targets	SaLT + Keyworker	Speech and Language therapist (SaLt) + SENCo	Emerging/Developing/Secure [E/D/S]
Occupational Therapy	OT + Keyworker	OT [Occupational Therapist]+ SENCo	Emerging/Developing/Secure [E/D/S]
Emotional Wellbeing	Susan O'Sullivan	Susan O'Sullivan, Wellbeing Coach	*See PASS + SDQ scores* *See One plan target progress*
Target setting:	- 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		

6. Formal Qualifications and National assessments

KS3 Functional Skills Entry Level exams:

At the beginning of Year 9, pupils who are expected to have completed the full KS3 curriculum and demonstrate the ability to be able to engage with formal assessments, will be entered to sit the Functional Skills Entry Level assessments.

KS4 pupils may also be offered the opportunity to be entered for the Entry Level exams if they have not yet achieved Entry Level 3.

These exams are delivered at the time most appropriate for the student.
These exams are internally assessed and externally moderated in adherence to the Pearson Edexcel exam board guidelines.

Decisions about whether it would be appropriate for students to be entered for these exams / qualifications will be made in collaboration with the students themselves, their parents, the Subject teacher, Careers Advisor and the Senior Leadership team, and recorded on their "Pathway to Success".

KS4 Qualifications:

At the end of KS3, students and their parents/carers will be invited to discuss their expected KS4 Qualification pathway, according to their current progress and achievement on their "Pathway to success".

The agreed pathway will ensure that pupils have the opportunity to develop the knowledge and skills they will need to achieve the qualifications that are right for them, in order to prepare them for the next step on their educational or vocational Post-16 journey and their future success.

[Please see the KS4 Curriculum offer document for information about which qualifications can be offered for the different subjects on offer.]

Explanation of Formal Qualifications on Offer:

Functional Skills Entry Level 1,2&3 exams (as above for KS3) and Entry Level Certificates (ELC):

These exams are delivered at the time most appropriate for the student. They are not restricted to nationally specified dates (unlike GCSEs), though they must take place within the specified examination period windows.

Pupils who do not quite meet the requirement for the level 1, 2 or 3, may be offered the opportunity to repeat the exam during the next exam period.
These exams are internally assessed and externally moderated through the Pearson Edexcel examinations board.

These qualifications are recognised by Post-16 provisions and employers as being at a Pre-GCSE level.

Functional Skills exams:

These exams are delivered at the time most appropriate for the student. They are not restricted to nationally specified single dates (unlike GCSEs), though they must take place within the specified examination period windows.
These exams cannot be repeated until the next assessment cycle, as they are externally assessed and externally moderated through the Pearson Edexcel examinations board.

These qualifications are recognised by Post-16 provisions and employers as being equivalent to Foundation GCSE levels.

GCSEs:

Pupils who have demonstrated the required skills, knowledge and ability to engage with formal examinations, which are delivered on a nationally specified date, will be entered to take the GCSE qualifications for the relevant subjects in the summer term of year 11. Preparation for these examinations will begin in yr9 or yr10, depending on the students' agreed pathways.

NB: Please note that the curriculum for Entry levels and Functional skills is designed to be taught alongside the GCSE syllabus to ensure that a progressive pathway of learning continues throughout KS3 and KS4, and beyond into their Post-16 destinations.

Vocational awards:

In addition to the formal qualifications above, KS3 & KS4 pupils are also given the opportunity to gain certified awards to support them in their personal development and employment skills goals. These programmes will be delivered through the ASDAN, NCFE or Educare (TES) qualification programmes.

[Please see the KS4 Curriculum offer document for information about which qualifications can be offered for the different subjects on offer.]

Other assessment tools we may use:

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
Rising stars

Handwriting efficiency:

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

Teacher assessments

Social Emotional Communication and response to intervention:

SEDAL - social emotional development age level

CATS (Childhood and Adolescent Trauma Screen)

Boxall Profile

6 Core Strengths Questionnaire

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

CAPD Screen

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

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

Debbie Hanson, Headteacher

Appendix 1: Our Assessment Scales

To ensure that we are able to capture a true picture of the attainment and progress of our pupils, we measure the successes of our pupils through a comprehensive assessment programme that incorporates both Standardised Assessments and Curriculum-based Assessments.

Standardised Scores:

Standard scores are a way of comparing people's scores taking into account their age. The average score is 100. The broad average range (where we would expect 50% of the population the same age to score) would be 90 - 110, with the rest scoring above and below in equal measures.

Good progress is indicated by a consistent or improving score, as this is age-adjusted; therefore, a pupil achieving 100 each year, is consistently in line with their previous progress and their maturing chronological age.

Standard Scores and descriptors

Standard Score range	Descriptor Compared to the Pupil's Age-Group
131 or more	Well above average
116-130	Above average
111-115	High average
90-110	Average
85-89	Low average
70-84	Below average
69 or less	Well below average

Curriculum-based Assessment Scales:

Pupils' achievements are measured against the year group level within which they are *learning*. This is not always the same as the pupils' chronological year group and does not mean they have achieved learning the whole of that curriculum level. For example, a year 6 pupil may be learning through a year 5 curriculum, if that is the most suitable programme for their individual academic needs.

The levels assigned to pupils are indicative of the level that pupils are working within, on a scale of **1E, 1D, 1S – 9E, 9D, 9S** where 1= year 1, E = emerging, D= developing, S = secure. Therefore, a level **3D** indicates that a pupil is **working within the year 3 curriculum** and have mastered the content they have covered to a **developing level**.

The PASS test shows percentiles:

The numbers represent the percentile rank for each factor based on a percentage satisfaction score. These percentiles are compared against national norms for the relevant chronological age, for example, a percentile score of 25 means that a pupil is equally or more positive that 25% of pupils of that age nationally, but less positive than 75% of that age nationally.

Expected Pathways:

The "Expected pathways" column indicates the level of qualification which the pupil is working towards, and the year in which we expect them to be ready to achieve it. Please note, however, that this target expectation is a 'best fit' prediction based on the pupil's current trajectory, current attitude towards learning, their current achievement levels and their progress so far.

Appendix 2: Edexcel Steps Mapped to Indicative GCSE Grade Equivalence

Please see Pearson steps on coloured scales below:

English – Level 1&2 combined exam (both levels)

Exceeding	12th	9	Level 2 GCSE
	11th	8	
	10th	7	
	9th	6	
Secure	8th	5	Level 1 GCSE
	7th	4	
	6th	3	
Developing	5th		
	4th	2	
Emerging	3rd		
	2nd		
	1st	1	

Maths – Foundation level; Higher level (pupils are entered for only one of these levels).

Exceeding	12th	9	Higher GCSE
	11th	8	
	10th	7	
	9th	6	
	8th	5	
Secure	7th	4	Foundation GCSE
	6th	3	
Developing	5th		
	4th	2	
Emerging	3rd		
	2nd	1	
	1st		

Science – Foundation level; Higher level (pupils are entered for only one of these levels).

Exceeding	12th	9	Higher GCSE
	11th	8	
	10th	7	
	9th	6	
	8th	5	
Secure	7th	4	Foundation GCSE
	6th	3	
Developing	5th		
	4th	2	
Emerging	3rd		
	2nd	1	
Below	1st	U	Below GCSE

Computing – Foundation level; Higher level (pupils are entered for only one of these levels).

Exceeding	12th	9	Higher GCSE
	11th	8	
	10th	7	
	9th	6	
	8th	5	
Secure	7th	4	Foundation GCSE
	6th	3	
Developing	5th		
	4th	2	
Emerging	3rd		
	2nd	1	
	1st		