



# **Tuition, Medical and Behaviour Support Service**

## **Assessment and Recording Policy**

<b>Adopted:</b>	April 2016
<b>Reviewed:</b>	October 2021
<b>Next Review:</b>	October 2022
<b>Governing Committee:</b>	13 July 2017
<b>Responsibility:</b>	Alison Harper

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### **Aims and Principles:**

- Assessment of pupils is vital in all aspects of the curriculum so that there is effective teaching.
- Assessment will inform future planning.
- Assessment will make children aware of their progress and how they can continue it. Assessment will keep parents informed of their children's achievements.

Therefore assessment needs to:

- Be an integral part of teaching and learning
- Help children understand how effectively they have been learning
- Show clearly what children need to do to improve
- Inform teachers of future planning
- Illustrate effectiveness of teaching
- Inform parents and governors about progress and achievement
- Be undertaken day to day informing teachers (formative assessment)
- Show children's assessment at first review.

**Guidelines:**

On commencement of his/her shared placement the child will undergo a baseline assessment. This includes;

A brief history of SEB and academic profile.

	<b>Foundation Stage</b>	<b>KS1 &amp; 2</b>	<b>KS3</b>	<b>KS4</b>
<b>Reading</b>	Hodder (Where appropriate)  PIRA – up to age 5	Hodder and mainstream school assessments	Access Reading Test (McCarty and Crumpler) online literacy assessment tool	Access Reading Test (McCarty and Crumpler) online literacy assessment tool
<b>Spelling</b>	DST, Shakespeare and More Word Lists (Where appropriate)	DST, Shakespeare and More Word Lists	Graded Word Spelling Test, Vernon (revised McCarthy & Miller)	Graded Word Spelling Test, Vernon (revised McCarthy & Miller)
<b>Language Skills</b>	BPVS	BPVS		
<b>English Writing</b>	Mainstream school assessments	Mainstream school assessments	In house baseline assessment	In house baseline assessment
<b>Maths</b>	MALT (Where appropriate), and mainstream school assessment	MALT and mainstream school assessment	Vernon and Miller  Access Mathematics Test (Colin McCarty)	Vernon and Miller  Access Mathematics Test (Colin McCarty)
<b>Non-Verbal Reasoning:</b>	N/A	nferNelson		
<b>Phonics Assessment</b>	Read, Write, Inc.	Read, Write, Inc.		
<b>PASS (Pupils Attitude to Self and School)</b>	N/A	No	No	No
<b>Science</b>	Mainstream school assessments	Mainstream school assessments	Activate baseline test	Past SATs paper

<b>Social Emotional</b>	<b>and</b>	SEB Tracker (mainstream) Behaviour Level Descriptors (HEC)	SEB Tracker (mainstream) Behaviour Level Descriptors (HEC)	SEB Tracker	SEB Tracker
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Attainment in Numeracy and Literacy are collated through liaison with mainstream school, educational psychologist's report and teacher assessment.

Completion of Social, Emotional and Behavioural checklist by mainstream school if still relevant.

For medical students, assessments may be done where possible but starting point are often based on information from school.

Additional assessment from E.P.'s report.

This will be reviewed termly and at the students first review.

### **Assessment Processes within Primary (TMBSS)**

#### **Baseline to 1<sup>st</sup> Review (and beyond)**

- Baseline to First Review is important, as it is same time frame for all pupils (Based on 16 taught weeks)
  - Hodder Reading Test (accuracy)
  - Hodder Reading Test (Comprehension)
  - PIRA (up to age 5)
  - DST Spelling
  - MALT Maths
  - Read, Write Inc. phonic assessment
  - Shakespeare and More Word List
  - Social, Emotional and Behaviour (SEB) Tracker (mainstream)
  - Behaviour Level Descriptors (HEC)
  - PASS
  - Non Verbal Reasoning
- There are 3 assessment points throughout the year where **all** students are tested on the assessments listed in bold above
- Baseline assessment informs specific needs and intervention i.e.
  - Individual spelling programmes
  - One to one reading
  - Precision reading
  - 5 Minute Maths
  - Big Maths
  - Handwriting

- RWI
  - Rising Stars (Reading Comprehension)
  - Some pupils who have very low academic ability may access one to one individualised teaching programme to target basic skills in addition to the above
- During the 3 'assessment points' throughout the year, each student and their interventions are reviewed in terms of progress and effectiveness using the 'Plan, Do, Review model'
  - A detailed Education Report is written at the end of their 16 week assessment period, this is shared with other professionals and parents.
  - Assessments gathered inform general teaching and also individual Pupil Centred Plans regardless of whether students are in receipt of an EHCP
  - PCPs are written and reviewed on a termly basis
  - Analysis, presentation and scrutiny of results are moderated by Support Staff in charge of assessment, and then class teachers, and subject leads and senior leaders
  - Each students progress will be monitored termly at Group Reviews by the Assistant Head and shared with both the SEN Team and Education Access.
  - An annual written report will be issued in the summer term. An opportunity to discuss the report will be given.

### **Assessment Process within Secondary (TMBSS)**

1. From referral and over the first half term of a pupil's time with TMBSS is the baselining period. Where possible, baseline testing is completed in the first two weeks of a pupil commencing placement with TMBSS. During this time an academic and social / emotional profile is created. This includes reading age / numeracy / spelling / subject baselines etc. then observations of working individually / in groups. It will also be important to include the views of the pupil and their parents / carers.
2. A review meeting is held at around 6 weeks (unless the receiving SLT has advised a longer or shorter period) for secondary pupils Year 7-11. This meeting is referred to as the FIRST REVIEW. Its purpose is to consider the findings of baseline assessments and decide the way forward. Recommendations must be made and a next review date set (these can be combined with other appropriate meetings e.g. annual reviews)
3. Follow up assessments do not need to be done until the 16 week stage (need to be diarised to ensure done). Or prior to transition to new setting. All assessments and data gathered need to be available to Centre Managers and Administrators for dissemination and recording either stored electronically or in the pupil progress files. Progress can be reported at Group Reviews / Annual Reviews / PEPS / Reports or year 11 Action Plans or any other assessment opportunity.

The rationale behind this is to encourage a momentum towards a return/transition to mainstream or a specialist placement. A small number of pupils are best placed with TMBSS but the options must be considered fully before this decision is made. Schools need to be aware that they still have a responsibility to the pupils.

Pupils joining in Year 11 would usually be reviewed through the Careers Action Planning and Y11 progress meeting..

## Monitoring and Tracking

- There are 3 assessment points throughout the year. Teacher assessments for all subjects being studied are collated and uploaded onto 4Matrix.
- Each child's progress will be monitored termly at group reviews by Head of Service and centre manager, teachers and tracked throughout their placement.
- Work samples in reading, writing, number and using and applying mathematics will be discussed and judgments made in order to assess pupil progress accurately and liaison with subject specialists from other schools to ensure assessment is accurate.
- An annual written report to parents will be issued in the Summer Term.
- An opportunity to discuss the annual report will be given.
- Y11 progress reviews are held in the Autumn term with the careers advisor, centre manager, parents and young person to discuss current and predicted attainment and also post 16 provision
- 4Matrix is used to record and analyse progress for KS3 & 4 pupils

Reviewed in line with the final publication of the New Primary and Secondary Framework