



<b>Local Procedure/Protocol</b>	
<b>School/Home Name:</b>	<b>WESTMORLAND SCHOOL</b>
<b>Local Procedure/Protocol Title:</b>	Assessment Local Procedure and Protocol
<b>Linked to Group Policy Title &amp; Code:</b>	Assessment Policy
<b>Date Reviewed:</b>	September 2024
<b>Next Update Due:</b>	September 2025
<b>Procedure/Protocol Lead:</b>	Nichola Pankhurst
<b>Procedure/Protocol Sponsor:</b>	Hayley Dorian – School Development Lead
<b>EQUALITY AND DIVERSITY STATEMENT</b>	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	
<b>ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT</b>	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

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### 1. RATIONALE AND PRINCIPLES OF ASSESSMENT

- 1.1 Assessment complements and assists teaching and learning. It is a process whereby teachers identify the strengths, needs and progress of individual pupils and a way of finding out if learning has taken place. This informs effective planning and ensures that all pupils receive provision appropriate to their needs.
- 1.2 All pupils within Westmorland School are regularly assessed in all subjects as relevant to their key stage and academic pathway.
- 1.3 Effective assessment is clearly tied to its purpose. Therefore, Westmorland School carefully considers:
- Why pupils are being assessed e.g. to measure pupil progress within a topic.
  - What the assessment is intended to measure e.g. achievement of key skills and knowledge, achievement of targets.
  - What the assessment is intended to achieve e.g. close the gap, track progress and the impact of the curriculum, identify misconceptions.
  - How the assessment information will be used e.g. to inform lesson planning and next steps, to determine interventions required, to raise expectations, to celebrate and report progress.
- 1.4 Assessment processes at Westmorland School aims to be holistic, with longer term wider outcomes considered including transition to secondary education, independent living and employment opportunities. Meaningful ways of monitoring all aspects of progress are considered including communication, social skills, physical development and independence. Wherever possible, assessment reflects the extent to which a pupil can apply their learning in a range of contexts, enabling teachers to determine what they need to do to ensure that pupils make progress in all areas of their learning and development.
- 1.5 Assessment procedures at Westmorland School are free from bias, stereotyping and generalisation in respect of all protected characteristics outlined in the Equality Act (2010). Westmorland School strives to ensure that assessment is fair, honest and consistent. Assessment outcomes provide meaningful and understandable information for pupils, parents/carers, teachers and school leaders.

### 2. TYPES OF ASSESSMENT

#### 2.1 Formative:

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This is the on-going assessment carried out by teachers both formally and informally during a unit of work/topic. This is sometimes referred to as 'Assessment for Learning'. The results of formative assessments have a direct impact on the teaching resources and strategies employed immediately following the assessment. Feedback and Marking of pupils' work is also an important part of formative assessment, helping children to note errors and know the 'next steps' in their learning or targets (see Feedback and Marking Policy).

Daily formative assessment may include:

- Question and answer sessions
- Marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Scrutiny of work for attainment and development
- Self/peer evaluations

## 2.2 Summative:

Summative assessments occur regularly and 'sum up' what a pupil has achieved relative to the learning aims and the relevant national standards. Teachers record which criteria has been achieved in each subject in order to report progress and achievement and to determine next steps.

Summative assessment may include:

- Standardised tests
- End of topic or unit tests
- Mind-maps
- An observation, a conversation or a task
- Formal statutory tests and exams (e.g. SATs)

### Diagnostic:

Diagnostic processes ascertain the prior skills and knowledge of pupils, along with any misconceptions or areas of difficulty. Aspects which might otherwise go unnoticed, for example, specific numeracy or literacy skills, can be identified. Diagnostic assessment can be carried out at any time to diagnose any gaps in learning, or any particular learning needs or required support.

Diagnostic assessment may include:

- Baseline assessment tests, quizzes and mind-maps
- Phonics, reading, writing and numeracy tests (including those from published schemes or those that are standardised)
- Cognitive and developmental tests and observations (including those carried out by clinical staff)

## 3. ASSESSMENT TOOLS

3.1 At Westmorland School, the following assessment tools are used:

- **SOLAR:** SOLAR (Special On Line Assessment Records) for Schools is an online pupil assessment tracker. It allows teachers to record pupil progress in line with the assessment frameworks chosen for each curriculum area by the school. Learning 'milestones' are recorded as 'Stars' on the SOLAR framework. Knowledge, skills and understanding acquired as part of these milestones are identified as 'emerging', 'developing' or 'secure' meaning that even the small steps of progress can be recorded and celebrated. Summative assessment is tracked termly from each pupil's starting point to identify progress across the

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different subject areas. Teaching staff can then ensure that appropriate targets are set and/or interventions put in place as needed.

- **STANDARDISED Tests:** Standardised means the test is measured against national norms. These tests help to confirm if teacher assessments are accurate and also provide a different perspective. They are chosen by the school and are completed as part of the baseline process when a pupil starts the school and then revisited annually every summer term. The Standardised tests used at Westmorland School are IDL reading test, IDL spelling test & TOBANS for Numeracy.
- **PHONICS Assessments:** In line with our school’s chosen Systematic Synthetic Phonics (SSP) approach and school Reading Strategy, Westmorland School e.g. uses Read, Write Inc assessment materials to assess progress in phonics half-termly for early reader pupils etc. We will also be commencing a new online assessment system within the RWI portal this academic year.
- **Literacy:** In line with our school’s Reading Strategy, pupils are assessed termly using IDL Literacy so that teachers can see their progress and identify areas of difficulty as well as ensure planning aims to stretch and challenge pupils.  
**Engagement Model/Pre-Key Stage Standards:** Pupils not yet able to access subject-specific study are assessed using the DfE’s Engagement Model via the medium of SOLAR.
- **CLINICAL Assessments:** Carried out by the clinical team, assessment tools used are chosen specifically for individual pupils and individual needs.
- **BOXALL Profile:** The Boxall profile is used for pupils within our school who are under our focus iTAC process and it is used to analyse and track changes in behavioural patterns when a pupil is experiencing a period of unsettled behaviour.

#### 4. PERFORMANCE INDICATORS, PROGRESS AND TARGET SETTING

4.1 Our assessment is monitored using our bespoke Steps framework within SOLAR.

4.2 • Progress steps are categorised from stage 1 to stage 6 and then from year 1 to year 9.

4.3 • From the baseline, the school has developed individualised trajectories and flightpaths for pupils based on their starting points. These can be individualised to the pupil. For pupils commencing their baseline on Stage 1 to Stage 3 expected progress is set at 50% of a stage within a year. For pupils baselined between stage 4 and stage 6 the expected progress marker is 75% of a stage within a year. For a pupil baselined between year 1 and year 9 – the expectation is one year within a year.

4.4 Targets have been set for all pupils on a termly basis per subject. These targets are calculated based on the child’s flightpath. As stated previously, these flightpaths can be amended to individual pupils.

4.5 Assessment of progress against pupils’ EHCP outcomes and related SMART targets is undertaken through the school’s ‘Internal Team Around The Child’ (ITAC Outcomes) approach.

#### 5. BASELINES

5.1 Baseline assessment takes place for all pupils within eight weeks of starting Westmorland School.

5.2 Baseline assessments take various forms across all subjects and include standardised tests, mind-maps, quizzes, clinical observation of pupils, classroom work etc

5.3 Information and data available from previous settings are considered during the baseline process, along with statutory and professional documents such as EHCPs, PEPs, SATs results and Educational Psychology reports.

5.4 Using SOLAR, teachers use baseline information to select appropriate framework descriptors, which align with the performance which appears to be typical of that pupil’s ability and attainment. This is likely to be a ‘best fit’ judgement.

#### 6. PROGRESS MEETINGS, TRACKING AND INTERVENTIONS

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- 6.1 Tracking of assessment data (i.e., ‘Data Catch’) is undertaken termly to help inform teacher planning and subsequent learning. Teachers discuss this with the Assessment Lead and/or senior leaders termly within ‘Progress Meetings’ and these are recorded using Witherslack Group proformas.
- 6.2 Through this process, instances where pupils are not making expected progress are identified early. It might be that those pupils have previously unidentified SEND needs which need to be addressed and/or appropriate interventions may need to be instigated. Any concerns are discussed by teachers and senior leaders within termly ‘Progress Meetings’ and any relevant next steps agreed.
- 6.3 Pupils who are making above expected rates of progress are also identified early through this process so that they can be provided with appropriate stretch and challenge within the classroom.

**7. INCLUSIVE ASSESSMENT AND REASONABLE ADJUSTMENTS**

- 7.1 It is the entitlement of every pupil at Westmorland School to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.
- 7.2 A fully inclusive approach to assessment is one where policy and practice are designed to promote the outcomes of all pupils. Senior leaders and teachers consider the statutory Special Educational Needs and Disability (SEND) Code of Practice guidance in order to ensure approaches to assessment are appropriate for pupils with SEN and disabilities (specifically **Assess-Plan-Do-Review**).
- 7.3 Assessment of progress against pupils’ EHCP outcomes and related SMART targets is undertaken through the school’s ‘Internal Team Around The Child’ (ITAC Outcomes) approach.
- 7.4 Westmorland School takes account of its duties under the Equality Act (2010) when undertaking assessment. Reasonable adjustments can help reduce the effects of a disability or difficulty that puts a pupil at substantial disadvantage during assessment. Reasonable adjustments cannot affect the integrity of assessment outcomes, or provide assessment advantage over others undertaking the same or similar assessments. Reasonable adjustments may be put in place during classroom assessments (e.g. use of a laptop, access to a movement break) and they may be applied for during more formal assessments and exams (e.g. through Access Arrangements procedures).

**8. STANDARDISATION AND MODERATION**

- 8.1 Standardised tests are undertaken bi-annually to compare progress with internal teacher assessments and normative data for age appropriate cohorts. They are also used to give another window into assessment data for internal comparison for those who are not at age-expected levels.
- 8.2 Samples of assessed pupil work are moderated every term in English, Maths and Science to ensure consistency of teachers’ assessments.

**9. RECORDING AND REPORTING**

- 9.1 Pupil assessment data is recorded and kept securely in line with Data Protection policy and processes.
- 9.2 Pupil assessment data and progress is reported to parents/carers termly through ‘Termly Reports’. This is reported in a way that is accessible for parents/carers.
- 9.3 Pupil assessment data and progress is also reported to parents/carers (and other professionals as relevant) through PEP reviews, Annual Review of EHCPs, SOLAR parental access and annual parents’ evenings.

**10. ROLES AND RESPONSIBILITIES**

- 10.1 At Westmorland School, the Headteacher has overall responsibility for assessment procedures in school.
- 10.2 The Assistant Headteacher is the named Assessment Lead. The responsibilities of the Assessment Lead are:

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- To lead school development in assessment, recording and reporting (ARR) procedures
- To organise and co-ordinate termly progress meetings
- To liaise with subject leads and teachers within the school and ensure they are upskilled in the school's assessment processes
- To liaise with other Assessment Leads within the Witherslack Group and/or the locality
- To provide updates to the Headteacher, School Board, SENCO and other senior leaders as required

**10.3** Subject Leads are responsible for the strategic oversight of assessment and data in their relevant subject area. They liaise with the Assessment Lead to take any necessary steps to further improve progress in their subject.

**10.4** Supported by TAs and HLTA, teachers and instructors are responsible for the assessment of the pupils in their classes. They liaise with subject leads and the Assessment Lead as required and ensure that all processes for recording and reporting are followed effectively.

## **11. REFERENCES**

Feedback and Marking Local Procedure and Protocol  
 ITAC Policy  
 SEND Code of Practice (DfE, 2015)  
 Data Protection Policy

## **12. ASSOCIATED FORMS**

## **13. APPENDICES**

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