

CPA Assessment, Recording and Reporting Policy

Person responsible for the Policy	Headteacher
Date last reviewed	May 2022
Review Date	May 2023
Is this Policy to appear on the school website	Yes

Introduction

This Policy outlines the purpose, nature, and management of assessment at Churchill Park Academy. Assessment complements and assists in teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement.

Following the implementation of a New National Curriculum (September 2014) and the removal of a national system of assessment levels, Churchill Park Academy has developed a new curriculum, which was launched in September 2019. This policy has been updated to reflect the changes to our teaching and learning system across the school caused by the implementation of the new curriculum.

Principles of assessment at Churchill Park Academy

- All learners at Churchill park have their achievements recognised within an assessment system that ensures learners make maximum progress.
- The assessment system allows school leaders to set challenging targets for all learners.
- The assessment system is rigorous and ensures that all staff and stakeholders have access to pupil progress information when they need it. Class teachers must also feel ownership of their class data.
- The assessment system must be inclusive and be useful for all learners.
- Pupils must be able to recognise and receive feedback on their progress.
- The Churchill Park assessment system includes both formative and summative assessments.
- The Churchill Park assessment system links closely with the CPA curriculum.
- The Churchill Park assessment system is designed to take a positive approach to the achievement of learners who are working significantly below age-related expectations.
- Churchill Park Academy share students' evidence of learning with their parents and provides them with clear indicators of their child's progress
- Information about pupil progress is shared with governors and other stakeholders regularly.

Curriculum Links

Pupils at Churchill Park Academy follow the Churchill Park Academy Progression Pathways. The new curriculum was designed in collaboration with CPA teaching staff and launched successfully in September

2019.

Some of the oldest pupils follow GCSE, BTEC, and Functional Skills specifications. Multisensory impaired students follow the Victoria Curriculum.

Assessment Methods in curriculum pathways

Churchill Park uses a variety of assessment methods to meet the individual learning needs of every pupil.

Key Stage	Summative Assessment	Formative Assessment
EYFS & Key Stage 1	<ul style="list-style-type: none"> -EYFS Baseline -Early Learning Goals -Leuven Scale -Phonics screening - Observations (recorded on stickers/post it notes) - Annotated photographs -Annotated student's work -Child initiated pieces of work - Snapshots of significant achievements - Quotes from the child -Comments from the parents/carers 	<ul style="list-style-type: none"> -ongoing observations of children -praise and verbal feedback -questioning -Practical demonstration -Transferring the skills -stickers and rewards -Wow moments (significant achievements) -Parental feedback
Key Stage 2 Pre-formal	<ul style="list-style-type: none"> -5 areas of engagement observations -PITA against EHCP steps -Pre-key stage standards / teacher assessment -BPVS -Attention Autism Stage -PECS phase -Phonics phase -Salford reading test (if applicable) 	<ul style="list-style-type: none"> -ongoing observations of children -praise and verbal feedback -questioning -Practical demonstration -Transferring the skills -stickers and rewards -Wow moments (significant achievements) -Parental feedback
Key Stage 2 Semi-formal	<ul style="list-style-type: none"> -PITA against PLGs -Phonics screening check -Pre-key stage standards / teacher assessment -PECS phase -BPVS -Salford Reading test -Salford comprehension test -Standardised maths assessment -Phonics phase -Book band -Attention Autism stage 	<ul style="list-style-type: none"> -Marking and feedback -Praise and questioning -Discussions, observations, -Self- assessment, -Peer-assessment, -Teacher debate, comment-only, -Research projects -Collaborative Activities -Wow moments (significant achievements) -Parental feedback

Key Stage 2 Formal	<ul style="list-style-type: none"> -PITA against PLGs -Marking pupils written work and feedback -Phonics screening check -Year 4 Multiplication Tables check (if applicable) -Pre-key stage standards/ teacher assessment § BPVS § Salford Reading test § Standardised maths assessment § Year 2 SATS (if applicable) § Year 6 SATS (if applicable) Accredited courses including functional skills 	<ul style="list-style-type: none"> -Marking and feedback -Praise and questioning -Discussions, observations -Self- assessment, -Peer-assessment, -Teacher debate, comment-only, -Research projects -Collaborative Activities -Teacher-pupil dialog in student's books -ongoing observations of children
Key Stage 3 Pre-formal	<ul style="list-style-type: none"> § 5 areas of engagement observations § PITA against EHCP steps § Pre-key stage standards / teacher assessment § BPVS § Attention Autism Stage § PECS phase § Phonics phase Salford reading test (if applicable) 	<ul style="list-style-type: none"> -ongoing observations of children -praise and verbal feedback -questioning -Practical demonstration -Transferring the skills -stickers and rewards -Wow moments (significant achievements) -Parental feedback
Key Stage 3 Semi-formal	<ul style="list-style-type: none"> § PITA against PLGs § Phonics screening check § Pre-key stage standards / teacher assessment § PECs phase § BPVS § Salford Reading test § Salford comprehension test § Standardised maths assessment § Phonics phase § Book band § Attention Autism stage § Marking of pupils written 	<ul style="list-style-type: none"> -Marking and feedback -Praise and questioning -Discussions, observations, -Self- assessment, -Peer-assessment, -Teacher debate, comment-only, -Research projects -Collaborative Activities

	<p>work and feedback</p> <p>Accredited courses including functional skills</p>	
Key Stage 3 Formal	<p>§ PITA against PLGs</p> <p>§ Marking pupils written work and feedback</p> <p>§ Phonics screening check</p> <p>§ Year 4 Multiplication Tables check (if applicable)</p> <p>§ Pre-key stage standards/ teacher assessment</p> <p>§ BPVS</p> <p>§ Salford Reading test</p> <p>§ Standardised maths assessment</p> <p>-Year 2 SATS (if applicable)</p> <p>-Year 6 SATS (if applicable)</p>	<p>-Marking and feedback</p> <p>-Praise and questioning</p> <p>-Discussions, observations,</p> <p>-Self- assessment,</p> <p>-Peer-assessment,</p> <p>-Teacher debate, comment-only,</p> <p>-Research projects</p> <p>-Collaborative Activities</p> <p>-Teacher-pupil dialog in student's books</p>
Key Stage 4 Pre-formal	<p>-5 areas of engagement observations</p> <p>-PITA against EHCP steps</p> <p>-Pre-key stage standards / teacher assessment</p> <p>-BPVS</p> <p>-Attention Autism Stage</p> <p>-PECS phase</p> <p>-Phonics phase-Salford reading test (if applicable)</p>	<p>-ongoing observations of children</p> <p>-praise and verbal feedback</p> <p>-questioning</p> <p>-Practical demonstration</p> <p>-Transferring the skills</p> <p>-stickers and rewards</p> <p>-Wow moments (significant achievements)</p> <p>-Parental feedback</p>
Key Stage 4 Semi-formal	<p>-PITA against PLGs</p> <p>-Phonics screening check</p> <p>-Pre-key stage standards / teacher assessment</p> <p>-PECS phase</p> <p>-BPVS</p> <p>-Salford Reading test</p> <p>-Salford comprehension test</p> <p>-Standardised maths assessment</p> <p>-Phonics phase</p> <p>-Book band</p> <p>-Attention Autism stage</p> <p>-Marking of pupils written work and feedback</p> <p>-Accredited courses including functional skills</p>	<p>-Marking and feedback</p> <p>-Praise and questioning</p> <p>-Discussions, observations,</p> <p>-Self- assessment,</p> <p>-Peer-assessment,</p> <p>-Teacher debate, comment-only,</p> <p>-Research projects</p> <p>-Collaborative Activities</p> <p>-Accredited courses including functional skills</p>

Key Stage 4 Formal	<ul style="list-style-type: none"> -PITA against PLGs -Marking pupils written work and feedback -Phonics screening check -Year 4 Multiplication Tables check (if applicable) -Pre-key stage standards/ teacher assessment -BPVS -Salford Reading test -Standardised maths assessment -Year 2 SATS (if applicable) -Year 6 SATS (if applicable) -Accredited courses including functional skills 	<ul style="list-style-type: none"> -Marking and feedback -Praise and questioning -Discussions, observations, -Self- assessment, -Peer-assessment, -Teacher debate, comment-only, -Research projects -Collaborative Activities -Teacher-pupil dialog in student's books
Key Stage 5 Pre-formal	<ul style="list-style-type: none"> -5 areas of engagement observations -PITA against EHCP steps § -Pre-key stage standards / teacher assessment -BPVS -Attention Autism Stage -PECS phase -Phonics phase -Salford reading test (if applicable) 	<ul style="list-style-type: none"> -ongoing observations of children -praise and verbal feedback -questioning -Practical demonstration -Transferring the skills -stickers and rewards -Wow moments (significant achievements) -Parental feedback
Key Stage 5 Semi-formal	<ul style="list-style-type: none"> =PITA against PLGs -Phonics screening check -Pre-key stage standards / teacher assessment -PECS phase -BPVS -Salford Reading test -Salford comprehension test -Standardised maths assessment -Phonics phase -Book band -Attention Autism stage -Marking of pupils written work and feedback -Accredited courses including 	<ul style="list-style-type: none"> -Marking and feedback -Praise and questioning -Discussions, observations, -Self- assessment, -Peer-assessment, -Teacher debate, comment-only, -Research projects -Collaborative Activities -Accredited courses including functional skills

	functional skills	
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Baseline Assessment

Every pupil starting Churchill Park will be assessed against Churchill Park Progression Pathways. Baseline assessment for all pupils takes place in October. This provides us with baseline information to allocate each student to the appropriate pathway, relevant to students' preferable learning style.

Baseline Assessment on Entry:

EYFS & Key Stage 1

- (R&Y1) EYFS Baseline
- Leuven Scale

Key Stage 2

- BPVS
- Salford Reading and Comprehension test
- Standardised Maths Test
- Colour on CPA curriculum

Individual Target Setting

Individual PLGs are set within the first two months of a pupil starting at Churchill Park, regardless of the age of the pupil. These targets are linked to the outcomes on the Education Health and Care plan. The results of the Baseline Assessment are used to help with this task. A multi-disciplinary approach is used – with input from speech/physiotherapists, and parents are involved in discussing and approving the targets at the EHCP Annual Reviews. Progress against students' individualised targets is recorded and tracked on the Evidence for Learning app.

Reviewing progress towards EHCP targets is one of the two main summative assessment mechanisms we use at a whole school level. Twice a year in February and June, teachers assess the progress the pupils have made towards meeting their particular targets, using the following criteria.

Churchill Park Academy
Point In Time Assessment Descriptors (PITA)

Number	Grade	Description
1	R-Regress	Regression, a pupil is losing skills and knowledge towards this target.
2	S-Stable	A pupil is maintaining their skills and knowledge towards this target.
3	LS- Little Steps	A pupil is making small steps of progress towards this target
4	BS-Big Steps	A pupil is making large steps of progress towards this target.
5	Ach- Achieved	A pupil has succeeded in achieving this target, they can apply and generalise the skills and knowledge learnt.

Reporting Progress

Progress is recorded through Evidence for Learning. Teachers assess students progress against their EHCP targets and record their learning evidence on the Evidence for Learning app

Key Stage/Pathway	Progress against student's Individual EHCP Targets on the Evidence for Learning app (Personal Learning Goal -PLG document)	Progress in all other areas of learning
EYFS & Key Stage 1	<ul style="list-style-type: none"> PITA assessment updated at the end of each term Learning observations on EYFS Profile (ongoing assessment throughout the academic year) 	Learning observations on all areas of EYFS Profile (ongoing assessment throughout the academic year)
Pre-formal Pathway (Key Stage 2, Key Stage 3, Key Stage 4)	<ul style="list-style-type: none"> PITA assessment updated at the end of each term Evidence of students' learning on the Evidence for Learning app supported with photo or video evidence for all subjects 	Learning observations tagged on the EfL app, e.g. Outdoor Learning, Wow! Moment, etc. (ongoing assessment throughout the academic year)
Semi-formal Pathway (Key Stage 2, Key	<ul style="list-style-type: none"> PITA assessment updated at the end of each term Learning evidence in students' books for English, Maths, and Science, students' work samples, etc. 	

Stage 3, Key Stage 4)	<ul style="list-style-type: none"> Evidence of students' learning on the Evidence for Learning app supported with photo or video evidence for practical learning activities, e.g. science sessions, trips out, outdoor learning, etc. 	
Formal Pathway (Key Stage 2, Key Stage 3, Key Stage 4)	<ul style="list-style-type: none"> PITA assessment updated at the end of each term Learning evidence in students' books for English, Maths, and Science, students' work samples, etc. Evidence of students' learning on the Evidence for Learning app supported with photo or video evidence for practical learning activities, e.g. science sessions, trips out, outdoor learning, etc. 	
Key Stage 5	<ul style="list-style-type: none"> PITA assessment updated at the end of each term Evidence of students' learning on the Evidence for Learning app supported with photo and video evidence Portfolios of pupil work 	

Reporting and Feedback

Feedback

Pupils are given feedback on their work (please see marking and feedback policy). Feedback should be given in a form that is accessible to the pupil, it should highlight steps they can take to develop. This will support pupils to make the best progress through helping them understand their strengths and building on their areas for development. Self-assessment takes place mainly through plenary sessions. Pupils are encouraged to talk about what they have been learning, including how they can improve, and the progress they have made. Pupils are involved in setting the next steps for their learning journey. Every key stage follows consistently their marking and feedback policy, aiming to support students in each pathway with their self-assessment skills throughout their learning journey.

Parents

Pupil progress is reported to parents during annual reviews and twice-yearly parents'/carers' evenings. Parents/carers receive information on the progress of their child against their EHCP targets, the Early Years Foundation Stage or Churchill Park Progression Pathways. They also receive information about pupils' progress in any accreditation that is being completed, including GCSEs, BTECs, and Functional Skills. Also parents of pupils in the Early Years and Key Stage One receive regular emails or print outs of their child's learning journey.

Parents receive a written annual school report detailing all aspects of their child's progress against the school's core values of independence, capacity, community, excellence, and inclusion at the end of the academic year. This is sent home in advance of the final parents'/carers' evening as it allows parents the opportunity to discuss areas of the report with the class teacher

Local Improvement Team (LIT)

LIT receive termly updates on the progress of pupils in the school at the Learning and Achievement Committee. SLT is responsible for reporting pertinent information to LIT and is a member of the Senior Leadership Team held to account for pupil progress alongside the Head Teacher.

Staff

All staff receives regular updates and opportunities to discuss the progress of pupils they are working with. This is in addition to more detailed discussions with class teachers at pupil progress meetings. Pupil progress meetings are coordinated by Key Stage Leaders and monitored by SLT. Each pupil's progress is discussed with the teacher once a term. Discussion is based on the student's progress against the EHCP targets and CPA Progression Pathways. Action plans including consultations and specialist interventions are put in place for all underachieving students.

Moderation

Churchill Park Academy conducts termly moderation at an internal level, this predominantly focuses on English and Maths. Churchill Park Academy also conducts moderation with other Norfolk special schools on a half-termly basis. Internal and external monitoring provides validation of the accuracy of current progress judgments and creates opportunities for sharing good practice.

Appendix One

Evidence for Learning Policy

- Every child in Churchill Park Academy will have an EHCP Target Tracker document (PLG) on Evidence for learning App. PLG document contains longer term EHCP outcomes broken down into shorter term individual targets.
- AHT will be responsible for the initial setup of the Evidence for Learning App i.e. adding learners, groups, frameworks, creating accounts for parents, etc.
- AHT will give staff training on how to use the Evidence for Learning app correctly while adhering to CPA's policies and procedures.
- Only staff with training are authorised to use the Evidence for Learning App /including TAs, HLTAs and all other professionals
- Class Teachers will be responsible for the initial setup of PLGs for every student in their class.
- Class teachers and Teaching Assistants are responsible for evidencing pupils' learning to track the progress made towards their targets.
- Class team will record learning experiences relating directly to each child's EHCP targets. All learning evidence needs to be saved into the cloud to enable the teachers to oversee the evidence and share it with the parents.
- Class team will provide enough evidence to show each pupil's progression, until the target is achieved.
- Staff should only use the Evidence for Learning app to record significant observations/ next steps/areas of development for students.
- Additional achievement Observations, not linked with student's EHCP targets can be recorded on the Evidence for Learning app and marked with a use of a tag linked to the learning activity , e.g. Capacity, Independence, DofE, Outdoor Learning, etc.
- Three times a year, teachers present this evidence to the Extended Leadership Team at Pupil Progress Meetings. These are robust meetings in which we probe the validity and reliability of the assessments made and the evidence presented. Pupil progress meeting reports are shared with SLT.
- Class Teachers have the responsibility to oversee their students' evidence of learning downloaded by Teaching Assistants.
- Class Teachers are responsible to share students' learning evidence with parents/carers to provide them with up to date information about the progress and to allow the parents to comment on learning observations.

Appendix Two

Personalised Learning Goals Example

PITA

Red – Regression, pupil is losing skills and knowledge towards this target.

Orange – stable/ plateau- pupil is maintaining their skills and knowledge towards this target.

Green – pupils is making small steps of progress towards this target

Blue – pupil is making large steps of progress towards this target.

Violet – pupil has succeeded in achieving this target, they can apply and generalise the skills and knowledge learnt.

	EHCP Steps to achieve outcome	PITA
<p>Inclusion <i>Initiation Communication & Interaction</i></p>	<p>Long Term: Calleigh will be able to communicate and interact confidently in a range of situations so that she can engage positively and proactively with learning and social opportunities. Calleigh will understand and use new words that are relevant to topics and experiences. She will comment on experiences; using short phrases She asks simple 'what', 'who', 'where' questions to gain clarity and information. She will be able to describe and retell personal experiences with verbal prompts – simple phrases. She will respond to adult prompting to speak slowly and clearly.</p>	
<p>Excellence <i>Curiosity, Behaviour for learning, persistence and resilience. Investigation</i></p>	<p>Long Term: Calleigh will be able to participate in group and whole class sessions and work on differentiated activities initiated by an adult. Calleigh will be able to join circle times without adult prompting. She will take turns in a group activity with adult support. She will show interest in other's play and join in. Calleigh will be able to play with another child with adult support. Calleigh will complete short adult led activities for a motivator/reward (extend to 2/3 tasks).</p>	
<p>Capacity <i>Anticipation Cognition & Learning (Include steps within 3 judgements:English maths science humanities arts)</i></p>	<p>Long Term: Calleigh will have basic reading and writing skills so that she can develop independence skills for her adult life. Calleigh will be able to consistently recognise at least 10 high frequency words. She will be able to form phase 2 lower case letters. She will be able to write her name. Calleigh will be secure in her letter-sound knowledge (phoneme-grapheme correspondence) phase 2. She will know where to start reading on a page. She will be able to read with an adult using a paired reading approach.</p> <p>Long Term: Calleigh will master functional numeracy skills Calleigh will be able to recognise money and be able to exchange money for items in role play and real life situations. She will be able to follow a simple daily timetable. She will know the days of the week and relate these to events eg Monday is swimming.</p>	

	<p>She will be able to say one more/less than a number within 10. She will understand the value of numbers (conservation).</p>	
<p>Community <i>SEMH, Awareness, social skills</i></p>	<p>Long Term: Calleigh will be able to make friends and interact confidently with children and adults so she can build and sustain positive relationships. Calleigh will be able to identify children in her class. She will be able to greet peers and adults appropriately. She will be able to initiate interactions.</p> <p>Long Term: She will be able to regulate and manage her emotions so that she can maintain good mental and emotional health. Calleigh will be able to recognise feelings: happy, sad, cross She will recognise these feelings in others.</p>	
<p>Independence <i>In learning, Life skills Sensory and Physical</i></p>	<p>Long Term: Calleigh will be able to manage her personal care independently. Calleigh will recognise and ask when she needs to use the toilet. She will adjust her own clothing before and after using the toilet. She will use the toilet with help. She will wash her hands after using the toilet.</p>	