



Assessment Policy

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Introduction

The Ashley School Academy Trust strives to provide quality education and the most effective learning opportunities for all. Education and Learning are part of the development of the individual as a whole and include social, emotional, physical, spiritual, cultural, moral as well as academic. We all learn throughout our lives and high quality teaching supporting our pupils to learn through gaining knowledge, skills and understanding that will support their transition into the wider world beyond school.

Central to the work of the school, good assessment underpins achievement and as such, the Ashley School Academy Trust is committed to raise standards of achievement for students of all abilities. The expectation of high the quality assessment supporting teaching and learning is a key element of practice in school and is fundamental in supporting high quality teaching and learning.

Following the review and removal of National Curriculum levels, and in light of the recommendations from the Rochford Review, the picture for SEND assessment still remains unclear with some uncertainty as to what will be used or 'expected' nationally. In line with recommendations from professional bodies (including the NAHT contributions to the Assessment Commission), we have begun our own journey into this landscape with the principles of assessment at the heart of our approach. We developed 'Learning Stages' in English and mathematics (2015/2016) and have developed further 'Learning Stages' in science, ICT and Food Technology (2016/2017). We will continue to use national curriculum level descriptors in other subject's (history, geography, beliefs and values and PSHE) whilst they are being developed. For the moment, 'P level guidance' will continue to be used. Once pupils progress into Y10 and Y11, they will be assessed against the accreditation criteria. We recognise that some 'Entry Level' qualifications are being reviewed in light of the new GCSE programmes, indeed many have been discontinued.

We will continue to develop our own metrics to support and celebrate pupil progress and achievements. We believe we can evidence good or better pupil progress, both from the tracking of progress over time and from qualitative evidence such as observations of teaching and in pupils' written work. We have to be able to demonstrate progress throughout our curriculum as a result.

The Deputy Head (Teaching and Learning) is: **Mr Aaron Wright**

Principles of Assessment at The Ashley School

The Ashley School Assessment Aims:

- Assessment should show clearly what a pupil knows, understands and can do.
- Assessment should be integral to high quality teaching and learning.
- Assessment will help us identify and plan for interventions, both academic and social.
- Assessment should help us to ensure that our teaching is appropriate and that pupils are making at least expected progress (TASDA+).
- Assessment should be relevant and up to date with current practice but supporting the needs of all pupils. As a result, staff should keep regularly updated with current 'best practice' approaches to assessment.

Assessment in Practice at the Ashley School:

Effective assessment for us means knowing where students are in terms of levels (and newly developed '**Learning Stages**'), skills and knowledge and understanding how to help each student progress from their current level towards the next level related to their learning need.

- Teachers use the outcomes of our assessments to review the attainment and progress for their pupils and classes in liaison with the subject coordinator to give an overview of achievement.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour and social and emotional development.
- Teachers record pupils progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help pupils review their own progress and to inform planning.
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure all pupils are making appropriate

progress and that all pupils are suitably stretched.

- Assessment information is regularly, formally shared with parents and pupils. As part of the Education, Health and Care Plans, the annual review report provides highly detailed feedback to parents / carers with detailed information on what achievements and indications of what they need to do next.

Assessment and Tracking - Roles and Responsibilities

At The Ashley School Academy Trust, assessment is an integral part of teaching and learning. It provides a framework effectively identifying, monitoring and communicating pupil progress and achievement.

Classroom Teachers

Pupil data is used to support and plan for learning. More formally, assessment data is recorded for the purposes of Annual Review Reports, Looked After Reports and general monitoring by Subject Leaders. However, most importantly, assessment data supports teaching and learning linked to our curriculum. The expectations of classroom teachers are summarised as follows:

- ***Pupil Assessment Data*** – all teaching staff should be aware of the levels (or similar) the pupils are working at and continue to make assessments around the National Curriculum 'levels'. There is a "Teacher Assessment" spreadsheet and this held centrally but freely accessible to all staff. We use ***periodic assessments*** to monitor the progress of learning over time, identify underachievement and support pupils. This data is collected centrally at three points during the year. **These are recorded in SIMS (Assessment Manager).**

Pupil Achievement Data is recorded at three points in the year for analysis

- Autumn Term (by October half term)
- Spring Term (by February half term)
- Summer (by May half term)
- Reading levels are assessed annually (with benchmarks made for new pupils) by the English coordinator. Two tests are used; the Single Word Reading Test (SWRT 6-16, GL Assessment) and the

Phonics and Early Reading Assessment (PERA, Hodder). This data is used to support planning and differentiation.

- All Staff are expected to be able to provide evidence of progress in learning including supporting learning through identifying difficulties and providing targeted intervention where appropriate.
- *Contribute to **Annual Review for the Education, Health and Care Plan*** and reporting for each pupil (although this is required at different points of the year depending on when the review is scheduled) but on going assessment and reports from all subjects are needed.
- In line with the Teaching and Learning Policy, work should be frequently assessed and marked – monitored through moderation and work sampling by subject coordinators and leadership team. The use of 'Green for Good, Pink for Perfect' should be incorporated into effective marking and feedback.
- Use **Learning Stages** or **Qualification Specifications** to assess current skills, knowledge and understanding and plan for learning.
- Where possible, teachers and pupils discuss their interpretations of the achievement criteria set out in the Learning Stages or Pupil Profile.

Subject Leaders and Key Stage Leaders

Subject coordinators and Key stage leaders are central to the monitoring and evaluation process and ensure that:

- They monitor their subject areas through analysis of the teacher assessment data, accreditation/exam results (where appropriate). Evidence to support this comes from TASDA+ (please see Deputy Headteacher (Teaching and Learning)). For English and maths, additional 'Learning Stage analysis' and moderation processes are in place.
- Use teacher assessment to plan interventions, curriculum and qualifications in line with profile

- Subject Leaders coordinate and implement work scrutiny and work sampling procedures, especially in English and Mathematics (around the 'Learning Stage Model') but including other subjects in support of SLT.
- Coordinate the moderation of work for external examinations (Please see *Examination Policy*), including controlled assessment.
- Work with all staff so that they can use the assessment information effectively.
- They discuss progress of pupils within teams and with the wider leadership team.
- Organise 'Subject Profiles' in English, maths and science that relate to *Learning Stages* and build upon common assessment tasks and/or moderated work.
- Compile annual reports on pupil progress related to learning stages/qualification outcomes and contribute to the self evaluation process.

Senior Leaders

Senior Leaders should:

- Monitor and report on progress and achievement for pupils and groups of pupils as part of TASDA+. TASDA+ is our analysis system of pupil progress and achievement data. The Deputy Headteacher (Teaching and Learning) has developed some aspects and other elements are from national benchmark data (e.g. FFT or RAISE online) as well as from other qualitative sources from within the school. For English and maths, additional 'sub level analysis and monitoring are in place to support intervention (based on the new 'learning stages').
- Support Subject Leaders with the moderation and work scrutiny process.
- Support subject coordinators to ensure that class teachers use assessment in the classroom.

- Ensure appropriate accountability is in place through effective self-evaluation and links to the school Key Priorities Summary.
- Support subject leaders with moderation and work scrutiny.
- Have regular and frequent conversations with subject leaders about pupil progress
- Present and discuss progress and achievement with Trustees through the *Pupil Achievement Committee*.

Marking and Feedback

Our whole school approach to marking is based around a 'Green and Pink' Marking system which is used by all staff to support consistent feedback.

Again, the principles are very simply related to 'Green for Good' and 'Pink for Perfect'.

- A 'Green' comment highlights what has been done well and links to the learning objective or a particular feature that has taken place ('green for good')
- A 'Pink' comment highlights what could be done to make the assessed piece of work or progress towards the learning objective even better ('pink for perfect')

Marking Principles

- Give feedback to the pupils, informing them of their achievements (Green) and the next steps in their learning (Pink)
- Relate to the learning objectives and success criteria
- Give pupils specific praise for the success of their work, showing it is valued
- Give pupils clear strategies on how they can improve their work that are appropriate to the pupil and task
- Help teachers evaluate teaching and inform future planning and next steps in learning

Specific subject guidance may be used in addition to this (for example in English additional guidance is necessary and similarly the vocational subjects where additional guidance is required by 'City and Guilds').

Subject coordinators will link with delivery staff to support with additional requirements on top of the 'Green and Pink' system.

Marking and feedback is monitored termly through *Informed Marking Work* scrutiny. Areas of good practice and areas for development are shared with all staff as part of the process.

Moderation and Work Scrutiny

Given the size and nature of the school, moderation opportunities should be termly wherever possible. Coordinators who conduct whole school internal work sampling lead moderation evenest, particularly English and Mathematics levels and moderation exercises up to three times a year with ***subject champions***.

Teachers within a subject will need to reach a shared understanding of a given level based on the current *National Curriculum Level Descriptors*, **Learning Stages** or *accreditation criteria* with support from subject coordinators. Teachers provide examples of pupils work for each moderated subject related to the assessment criteria. The subject moderation sheet (Appendix 2) can be used to indicate the levels of support but it is important to have a quality discussion and dialogue as part of the process.

Moderation enables us to ensure that reliable assessment information is being used to support pupil progress and increase reliability.

Key elements:

- Information about progress is accurate
- Suggested next steps (pink) are appropriate
- Current and Predicted level of attainment are discussed to support learning
- Consistent judgements are formed.
- Reliability and Validity are supported – quality dialogue increase teacher confidence and assessments are secure

External moderation opportunities occur through English Special Schools Meeting, Primary Advantage Maths. Moderation in other subject areas is encouraged and there although there are internal opportunities (through subject champions).

Moderation exercises in English and maths are a priority of the school in light of the new **learning stages**. We value the moderation process as this enables us to make consistent, reliable and valid assessments over time. We use the learning stages to support our judgements and enhance our practice both within and beyond school.

The learning stages, whilst not directly transferable, should enable some age related expectations to be moderated with other schools, particularly primary schools as the criteria do not relate to a pupils chronological age.

Examinations and External Assessment

Pupils have opportunities to follow a variety of accredited courses at Entry level, level 1 and in some cases level 2. Currently, the accreditation on offer to pupils in Year 10 and Year 11 are tailored to each cohort and their prior attainment. It is an expectation that pupils will leave with at least five Entry Level qualifications. We recognise that the qualifications on structures have changed but we still refer to the legacy qualification framework:

A*		9
A	Level 2 Legacy Framework GCSE	8
B		7
C		6
		5
		4
D	Level 1 Legacy Framework GCSE	3
E		2
F		1
G		
E3	Entry Level Legacy	
E2		
E1		
X	Not entered at the current time	

AW - Legacy Qualifications Map

Pupils in Year 10 and Year 11 follow 'Entry Level programmes' with further personalisation to enable some pupils to study GCSE English, mathematics and science where appropriate. Pupils also follow a vocational and enterprise programme in order to support their post 16 transition. Pupils have some degree of choice but all pupils will study:

KS4 Core Curriculum and Qualifications

- English 3 hours per week
Qualification: *OCR Entry Level*
Qualification: *Cambridge IGCSE English (for some if appropriate)*
- Mathematics 3 hours per week
Qualification: *OCR Entry Level*

- Qualification: *AQA GCSE Mathematics (for some if appropriate)*
- ICT 2 hours per week
 - Qualification: OCR Entry Level ICT
 - Qualification: *OCR Functional Skills ICT (Level 1 if appropriate)*
- Science 2 hours per week
 - Qualification: *AQA Entry Level Science*
 - Qualification: *AQA GCSE Biology (if appropriate)*
- Physical Education 2 hours per week
- Technology
 - Design Technology
 - Qualification: *OCR Entry Level Design Technology* 2 hours per week
 - Food Technology 1 hour per week
 - Qualification: *Pearson BTEC Level 1 Home Cooking*
- Personal Social Development
 - Beliefs and Values 1 hour per week
 - PSHE/SEAL 1 hour per week
 - Pastoral/tutor time. 1 hour per week

Pupils can choose between a range of other subject areas: 2 hours per week

Thursday Options are:

- Art – Drawing, painting and sculpture.
 - Qualification: *OCR Entry level Art and Design*
 - Qualification: *OCR GCSE Art and Design (if appropriate)*
- Expressive Arts - combining performance, music, art and media.
 - Qualification: *Trinity Guildhall Arts Award (Bronze)*.
- Physical Education – Leadership in Sport.
 - Qualification: *Sports Leadership UK Award*
- Creative Technology – combining elements of 21st Century Technology and practical Design Technology

Vocational Courses are offered to our pupils and pupils in the locality partnership in the following areas:

- Construction
- Horticulture
- Outdoor and Leisure

- Willow Project

Qualification: *City and Guilds Entry Level Skills for Working Life*

Qualification: *City and Guilds Entry level Employability and Personal Development*

As cohorts vary in their abilities and needs, each year the programme of accreditation is reviewed. All of the programmes are externally accredited, examined and require external moderation from recognised exam boards such as OCR and City and Guilds (and subsequent JCQ Inspection). *There are five additional policies for examinations (Examinations policy, EAR, Emergency Evacuation, Controlled Assessment Risk Management and Contingency Planning).* The Deputy Headteacher (Teaching and Learning) provides analysis of the results, progress and outcomes of pupils.

Pupils who are entered for GCSE Examinations will take part in an additional battery of assessments in order to provide evidence for *Access Arrangements* (in line with JCQ).

The Specialist Assessor (Qualified to Level 7) is: Mr Aaron Wright

Assessment and Annual Reviews

With the introduction of the Education, Health and Care Plan (EHCP) from September 2014 the reporting process has been changed to reflect the requirements of the revised 'Annual Review'. Parents have the opportunity to attend the in depth 'Annual Review Meeting' with either Key Stage Leader or member of the Senior Leadership Team where pupil achievement and progress are discussed along with planning for next steps.

Teaching staff that is staggered through the year complete a full written report on all pupils in all subjects - this fulfils the requirements for the 'Annual Report' and the 'Annual Review Report'.

Key Stage 4

Autumn Term		Spring Term		Summer Term	
Year 11 Annual Reviews with		Year 11 'On Track' review		Celebration Event (end of Year July –	(Results Issued in August)
Year 10 'Settling in' review		Year 10 Annual Reviews with		Year 10 'Next Steps' review	
Settling In Assessments take place		On Track Assessments take place		Next Steps Assessments take place	

Key Stage 3

Autumn Term		Spring Term		Summer Term	
Year 9 Annual Reviews with		Year 9 'On Track' review		Year 9 'Next Steps / Transition'	
Year 8 'Settling in' review		Year 8 Annual Reviews with		Year 8 'Next Steps' review	
Year 7 'Settling in' review		Year 7 'On Track' review		Year 7 Annual Reviews with SLT/KSL	
Settling In Assessments take place		On Track Assessments take place		Next Steps Assessments take place	

Key Stage 2

Autumn Term		Spring Term		Summer Term	
Year 6 Annual Reviews with		Year 6 'On Track' review		Year 6 'Transition/Next Steps' review	
Year 5 'Settling in' review		Year 5 Annual Reviews with		Year 5 'Transition/Next Steps' review	
Year 3 /4 'Settling in' review		Year 3/ 4 'On Track' review		Year 3/ 4 Annual Reviews with SLT/KSL	
Settling In Assessments take place		On Track Assessments take place		Next Steps Assessments take place	

The Language of Assessment & Progress at the Ashley School

Through the assessment process, all staff gain a clear understanding of each pupils knowledge, skills and understanding enabling them to set challenge rigorous learning targets and estimates, identify areas for further development and strengthen learning across the curriculum.

We have been developing robust systems to support and monitor pupil achievement and progress, especially in light of the new national curriculum.

Already in place (current strengths):

- **Gold Standard**

The 'Ashley Gold Standard' based upon the mainstream model of 5A*-C including English and maths, and have been modified by the Deputy Headteacher (Teaching and Learning) to include entry level and vocational qualifications. We are aware of the longer term sustainability of Entry level qualifications, but we still feel that they add value to pupil achievement and progress. As a result, we expect all pupils to have the opportunity to achieve five Entry Level qualifications including English and maths [for more information, please see *DHT Teaching and Learning*].

- **Modified Progression Matrices (TASDA+):**

Again, developed by the Deputy Headteacher [*Teaching and Learning*] to mirror the progression guidance and the transition matrices in RAISE online but designed to include entry level qualifications. TASDA+ refers to the 'in house' name given to the whole data analysis model at school [for more information, please see *DHT Teaching and Learning*]. These have been modified to include ELQ and Lower National Curriculum Levels. Whilst under the *Rochford Review Recommendations have been published, there are no set guidelines for SEND pupil progress at this time. The 'progression matrix' has been developed; retaining principles but tailoring it to our organisation that enables us to demonstrate progress more effectively.*

Example TASDA+ Matrix for English

The matrices for English and maths will be modified in line with new **Learning Stages**.

Maths	2013-2014											Total
	No KS4 Result	U/X	E1	E2	E3	G	F	E	D	C	B	
p5												0
p6												0
p7												0
p8												0
1c												0
1b												0
1a												0
2c												0
2b												0
2a												0
3c												0
3b												0
3a												0
No Data												0

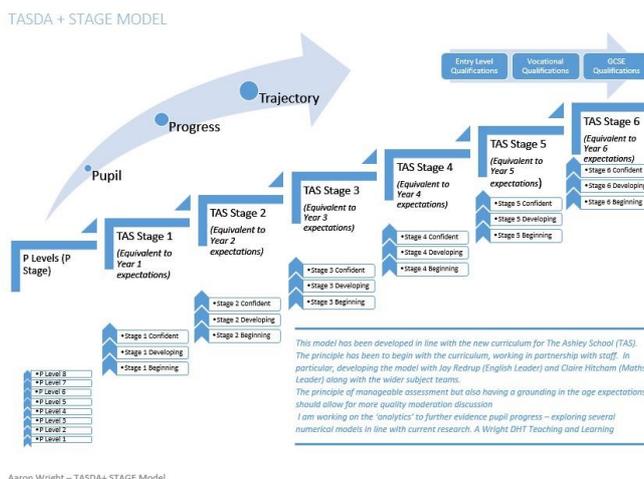
Minimum Expected Progress (Maths)										
Y6	Y7	Y8	Y9	Y10	Y11	Better	No. of Matched pupils KS2 KS4	0		
P5	P6	P7	P8	1C	E1	E2	No. not making expected progress	0		
P6	P7	P8	1C	1B	E1	E2	No. making expected progress	0		
P7	P8	1C	1B	1A	E1	E2	No. making better than expected progress	0		
P8	1c	1b	1a	2c	E2	E3	Number making Exceptional Progress	0		
1c	1b	1a	2c	2b	E2	E3		0		
1b	1a	2c	2b	2a	E2	E3	No. of Matched pupils KS2 KS4	0		
1a	2c	2b	2a	3c	E3	G	% not making at least expected progress			
2c	2b	2a	3c	3b	G	F	% making at least expected progress			
2b	2a	3c	3b	3a	F	E	% making better than expected progress			
2a	3c	3b	3a	4c	E	D	% making exceptional progress			
3c	3b	3a	4c	4b	D	C				
3b	3a	4c	4b	4a	D	C				
3a	4c	4b	4a	5c	D	C				

English	2013-2014											Total
	No KS4 Result	U/X	E1	E2	E3	G	F	E	D	C	B	
p5												0
p6												0
p7												0
p8												0
1c												0
1b												0
1a												0
2c												0
2b												0
2a												0
3c												0
3b												0
3a												0
No data												0

Minimum Expected Progress (English)										
Y6	Y7	Y8	Y9	Y10	Y11	Better	No. of Matched pupils KS2 KS4	0		
P5	P6	P7	P8	1C	E1	E2	No. not making expected progress	0		
P6	P7	P8	1C	1B	E1	E2	No. making expected progress	0		
P7	P8	1c	1b	1a	E1	E2	No. making better than expected progress	0		
P8	1c	1b	1a	2c	E2	E3	Number making Exceptional Progress	0		
1c	1b	1a	2c	2b	E2	E3		0		
1b	1a	2c	2b	2a	E2	E3	No. of Matched pupils KS2 KS4	0		
1a	2c	2b	2a	3c	E3	G	% not making at least expected progress			
2c	2b	2a	3c	3b	E3	G	% making at least expected progress			
2b	2a	3c	3b	3a	G	F	% making better than expected progress			
2a	3c	3b	3a	4c	F	E	% making exceptional Progress			
3c	3b	3a	4c	4b	E	D				
3b	3a	4c	4b	4a	D	C				
3a	4c	4b	4a	5c	D	C				

- **Learning Stages**

We have been working hard on the new learning stage model in English and maths. Subject leaders have worked with the Deputy Headteacher (*Teaching and Learning*). This has been developed over the course of 2014-2015 and introduced for first assessment 2015. We are collectively working on embedding with subject teaching staff. It is our intention to develop year based learning stages for all other subjects (2016 – Science, Food Technology and ICT, 2017 – history, geography, beliefs and values, music, art, DT and PE). Loosely, the stages reflect the Ashley School curriculum and build upon the principles of assessment reflected in the new national curriculum [for more information, please see *DHT Teaching and Learning*, accompanying assessment guidance and subject leaders for English and maths]. **We will continue to use P Levels in this model**



Learning Stages Explained

English will be split into four elements (Reading and Writing, Speaking and Listening). Maths will be split in two similar elements (Number and Shape).

Each 'Stage' will directly relate to the year expectations of the new National Curriculum. Therefore, it would be possible for a Year 8 pupil in our school to be working at the Year 3 level of mainstream pupil. This does not mean they are making any less progress; it just is an indication of the additional support they need as part of their placement here.

Behind each stage is a well thought out and discussed set of indicators that should allow us to make accurate judgements about the stage each pupil is working at.

Example 1

For a pupil just starting (or Beginning) to achieve at the Year 3 stage would be reported as:

Stage 3 Beginning Report / SIMS Code: S3B

Example 2

A pupil who is able demonstrate securely an understanding of the Year 3 stage (Developing a good knowledge) would be reported as:

Stage 3 Developing Report / SIMS Code: S3D

Example 3

A pupil who has mastered the Year 3 expectations and has shown they are confident that stage would be reported as:

Stage 3 Confident Report / SIMS Code: S3C

Pupils can be working at different stages – for example, a Year 8 pupil might be working at Stage 3 (or Year 3 expectations) and this is very appropriate for our school context. Again, we will continue to support pupils and we know they will make progress at different rates. Similarly, a Year 8 pupil might be working within the P Level range which have not changed under this review.

- [Progress Trajectories](#)

We have been attempting to personalise individual progress trajectories – work we began under the original national curriculum but now developing under the new model (so existing data is based around levels). Moving forward, the Deputy Headteacher (*Teaching and Learning*) will develop new assessment models to reflect the very different rates of progress shown by pupils [for more information, please see *DHT Teaching and Learning*].

- [SIMS Assessment Module](#)

Pupil achievement data is now recorded in SIMS (as of September 2015) and is reviewed at key assessment points throughout the year. Regular Subject Champion meetings allow assessment data to be moderated (principally in English and maths, but growing teams are being established). ALL staff have access to SIMS and all previous assessment data has been entered by the Deputy Headteacher (*Teaching and Learning*) and now makes assessment information readily available as staff become more confident [for more information, please see *DHT Teaching and Learning*].

- [KS2 Baseline](#)

Developed by Headteacher and Key Stage 2 Leader to provide effective baseline information on pupils joining the school and being able to demonstrate the progress of pupils as a result [for more information, please see HT and KS2 leader].

- [Comparisons with other ‘similar’ schools](#)

This is more challenging with the review of the curriculum (even with the recommendations of the *Rochford Review* for SEND learners), the future of entry level qualifications and how our pupils will access new accreditation. We currently use the FFT Aspire data sets (but there are issues here as pupils are set a ‘default’ level 2 even though they are not achieving this level). We also use the Ofsted data dashboard as far as we can and look wherever possible to incorporate features of the DFE Accountability Frameworks, please see *DHT Teaching and Learning*]

Concluding Comments

The principles of assessment underpin teaching and learning. We used TASDA+² to indicate the new progress measures we are developing for *Learning Stages*. The review of the data sets is ongoing at the school – the progression matrix forms one element of “*The Ashley School Data Analysis System*” (TASDA+) and evidence from TASDA+ (although based on progression from 'old' National curriculum levels) provided a sound basis for pupil progress based on prior attainment at Key Stage 2 (using existing 'points' equivalencies). The data set for *Learning Stages* is not so large. Nonetheless, we await what measures will be used in the future and will continually review our systems.

To make matters a little more complicated, the Department for Education has said that 'P levels' will no longer be used, but we will continue to do so.

We have spent a lot of time planning and making sure the curriculum and assessment is right and provides the stretch and challenge we need that is appropriate to pupils. Our plans for the year include developing 'Stages' in other subjects and developing some indications for the social and emotional skills we encourage in our school. The principle aim of our assessment system is to inform teaching and learning.

The lack of qualification clarity (other than GCSE), the size and relevance of the data set etc. are real issues. So, the definition of progress based around the Progression Guidance did not seem to 'fit' the profile of our pupils at 'The Ashley School, or celebrate the achievements they have made. The school has been involved in research and a modification to the progression guidance (Deputy Headteacher - Aaron Wright) to provide challenge but also celebrate the achievement of pupils achieving Entry level qualifications. With the withdrawal of some entry level qualifications and the mixtures of GCSE grades and numbers, we will continue to develop systems to support and provide challenge. Again, we will need to keep access to these qualifications under review.

At the same time, it is important to not make artificial adjustments so that “all pupils” make “expected progress”. Any adjustments must be honest and not a simple statistical ‘fudge’ to show the progress pupils make in an artificially good light. The amendments were proposed as part of a post graduate research project using the published accredited qualifications (OFQUAL) and the point equivalent (although these have been updated Sept 2014) and this included Entry Level English and Mathematics as well as GCSE Mathematics [the courses offered in the school in relation to the study]. The “Points” for these qualifications is under OFQUAL review, especially in light of the new national curriculum and framework for accreditation - this model works for us at this moment in time and will be adjusted in light of new developments. I believe It is essential to include the Entry Level data that supports the progress of pupils working at the lower national curriculum levels within the Ashley School.

Person Responsible for this Policy: A Wright

This policy has been reviewed with the Curriculum TLR Team

Last Updated: March 2017

Review Date: March 2018

Appendix 1 Informed Marking Form

Informed Marking and Work Sampling

Observer	Subject	Staff
Date:	Class / Pupil	Approx. Curriculum Level:

Criteria	Yes	Comment
Marking is evident and consistent (using 'Green for Good')		
Relates directly to learning objective		
Gives suggestions on how to improve (using 'Pink for Perfect')		
Evidence that pupils have acted on improvement		
Evidence of self-assessment		
Evidence of peer assessment		

Areas of good practice (Strengths)	Ways Forward (Areas to Develop)

Appendix 2 Moderation Form

Pupil:		Date:	
Subject Area:		Teacher:	

Background Information (e.g. Category of need(s) etc.)	
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Learning Stage (TAS – links to NC): Accreditation (TAS – links to ELQ, GCSE etc.):		<table border="1"> <tr> <td colspan="2">Context:</td> </tr> <tr> <td colspan="2">Type of support:</td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> Prompts: visual, verbal, physical <input type="checkbox"/> Duration of prompt: initial, intermittent, continual <input type="checkbox"/> Reason for prompt: concentration, comprehension <input type="checkbox"/> Modelling / demonstrating <input type="checkbox"/> Scaffold e.g. Writing frame <input type="checkbox"/> Word bank or symbol bank <input type="checkbox"/> Equipment (counting cubes, etc.) <input type="checkbox"/> ICT / Technology (application, devices, etc.) List below: <input type="checkbox"/> Reader / Scribe (Assessment / Exam) </td> </tr> <tr> <td colspan="2">Evidence:</td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> Paper copy of work <input type="checkbox"/> Photo <input type="checkbox"/> Video / media clip / IPad <input type="checkbox"/> Audio recording <input type="checkbox"/> Transcript <input type="checkbox"/> Witness statement (e.g. LSA) <input type="checkbox"/> Record of pupil comments <input type="checkbox"/> Artwork / Display <input type="checkbox"/> Observation record / Log <input type="checkbox"/> Checklist </td> </tr> </table>	Context:		Type of support:		<input type="checkbox"/> Prompts: visual, verbal, physical <input type="checkbox"/> Duration of prompt: initial, intermittent, continual <input type="checkbox"/> Reason for prompt: concentration, comprehension <input type="checkbox"/> Modelling / demonstrating <input type="checkbox"/> Scaffold e.g. Writing frame <input type="checkbox"/> Word bank or symbol bank <input type="checkbox"/> Equipment (counting cubes, etc.) <input type="checkbox"/> ICT / Technology (application, devices, etc.) List below: <input type="checkbox"/> Reader / Scribe (Assessment / Exam)		Evidence:		<input type="checkbox"/> Paper copy of work <input type="checkbox"/> Photo <input type="checkbox"/> Video / media clip / IPad <input type="checkbox"/> Audio recording <input type="checkbox"/> Transcript <input type="checkbox"/> Witness statement (e.g. LSA) <input type="checkbox"/> Record of pupil comments <input type="checkbox"/> Artwork / Display <input type="checkbox"/> Observation record / Log <input type="checkbox"/> Checklist	
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Level of Support: <input type="checkbox"/> 1:1 <input type="checkbox"/> Teacher assisted work <input type="checkbox"/> LSA assisted work <input type="checkbox"/> Independent work <input type="checkbox"/> Controlled Assessment	Location: <input type="checkbox"/> Whole class <input type="checkbox"/> Small group in class <input type="checkbox"/> Small group out of class <input type="checkbox"/> 1:1 support in class <input type="checkbox"/> 1:1 support out of class <input type="checkbox"/> Other:.....											
Information about progress: 												
Next steps for teaching: 												
Moderation Comments: 												
Signed:		Date:										