



If you have any questions regarding assessment and accreditation at Sherbourne Fields, please do not hesitate to contact us.

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**At Sherbourne Fields we raise aspirations, access and achievement through assessment.**



# **Assessment**

Information Booklet

### **Introduction to Assessment at Sherbourne Fields**

We ensure that regular feedback is given to children on their learning; this helps them to understand how to be successful, what they have achieved and what they need to do to improve further.

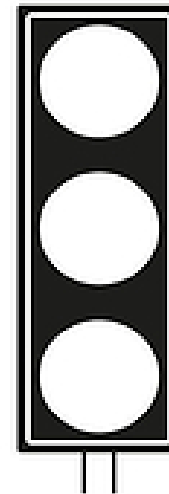
Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning.

Reporting to parents through annual review meetings, at termly learning conversations and with a full written report at the end of the year ensures that we are working together to raise the standards of our children.

### **Assessment for Learning**

### **Negotiables**

- 'Verbal feedback given' stamp
- Use of comments if the child will access it and it is meaningful
- Acknowledgement of good work (stickers, awarding credits etc.)



## Marking Expectations at Sherbourne Fields School

### Non-Negotiables

- Learning Objective on all pieces of work (except KS5 work which needs the course assessment criteria written on)
- Date
- Self-Assessment: Smiley Faces in Primary and Traffic Light Stamp in secondary
- You've achieved your learning objective stamp (Only if achieved – do not use if not achieved)
- Code (Except for Level 1 courses and above) as seen below:

**NH**—No help - I can do things on my own.

**SH**—Spoken/ Signed help - I am helped by someone speaking or signing /suggestions to me.

**GH**—Gestural help - I am helped by someone using gestural prompts.

**PH**—Physical help - I am helped by someone holding me or helping me to move.

**SE**—Sensory experience - I am given the opportunity of being involved and responding through sensory experience.

**ER**—Experience recorded - I am provided with an experience of the activity.

## Marking Symbols

Based on the ASDAN levels of support we use the following symbols to show the level of support and achievement of the pupils in their learning:

**NH**—No help - I can do things on my own.

**SH**—Spoken/ Signed help - I am helped by someone speaking or signing /suggestions to me.

**GH**—Gestural help - I am helped by someone using gestural prompts.

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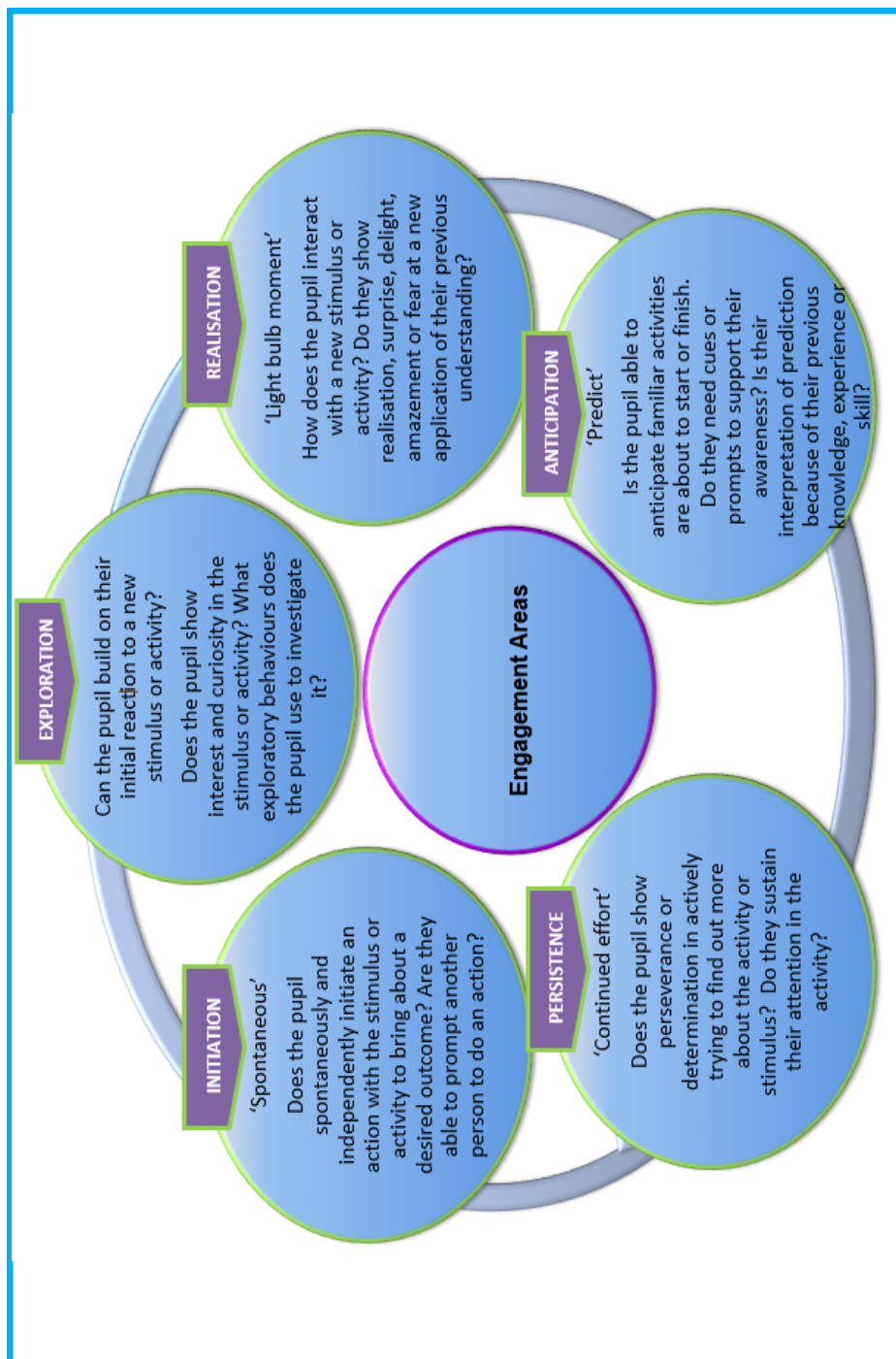
**SE**—Sensory experience - I am given the opportunity of being involved and responding through sensory experience.

**ER**—Experience recorded - I am provided with an experience of the activity.

### Pupil Self Assessment



The children use the colours of the traffic lights to assess their understanding.



## Informal Assessment

To compliment formal assessments, there are on-going informal assessments of your child throughout the year which will be discussed during their learning conversations and annual review.

- Your child's class teacher will share your child's Pupil Achievement File with you. This file is compiled throughout each year and across each Key Stage to document your child's experiences, wow moments, trips, clubs and progress towards their termly Individual Learning Targets.
- Across the year your child will have a 'Pupil Progress Over Time' document which will be shared with you. This states their progress towards their targets, whether they have received a head teachers award, what 'Employability Skills' and 'Skills for Life' they have been developing.
- In Key Stage 5 all pupils have a Progress Tracker which shows their predicted grades across the key stage, their designed curriculum pathway and the complimentary pathway they will follow along with a host of extra-curricular opportunities they will have the opportunity to experience.

## Moderation

As a school, we moderate internally for all subjects throughout the year. We have an annual cycle to ensure quality and standards are consistent. This moderated work is collected by Subject Co-ordinators in the Primary and Secondary departments.

We also have an internal moderation cycle for all our accredited courses to ensure student's exam papers and coursework work meets the criteria set nationally. This work is then sent to be externally moderated and ratified by the awarding bodies.

This system is reviewed annually and a new cycle of moderation is created for the following year.



## Pre-Key Stage Standards

In 2018 after consultation the Government set out new assessment statements for children working below the standard of the National Curriculum assessments (SATs or Teacher Assessments) but are accessing subject specific learning. These are called the pre-Key stage standards.

The pre-Key stage standards focus on English reading, English writing and Mathematics

Each area contains 4 standards which are broken down into 'I can' statements e.g. *I can show anticipation about what is going to happen (e.g. by turning the page)*. Teachers make judgements about the children's progress against these statements using evidence across the children's learning.

## Areas of Engagement

The areas of engagement are an assessment approach used for students who are not yet engaged in subject specific learning. The recommendation for this group of pupils is that they are assessed using the 5 areas of engagement for learning.

These 5 areas are exploration, realisation, anticipation, persistence and initiation. These areas can be used to inform the assessment of pupils with complex, severe or profound and multiple learning difficulties and disabilities. An engagement profile is completed for each student during learning opportunities to track their progress in the different areas.

### The S Steps Continuum for Primary

At Sherbourne Fields we are focussing our whole school assessment using **Progress Steps**. This is the way we assess the education of a child from Key Stage 1 (Year 1) to Key Stage 3 (Year 9) .

Our Progress steps are on one continuum and incorporate the original P levels as well as the National Curriculum and Pre-Key Stage standards. This ensures we challenge every child regardless of ability.

The continuum measure is from SP1 to SP9 (SP10 extension Level) .

Our system utilises a software company SOLAR to record the assessment data online. We also record lesson evidence to ensure our staff are correct with their judgements.

Pupils assessments levels are taken three times each year—at the end of term and then our pupils personal learning targets are set in our termly learning conversations with parents.

### Key Stage 5

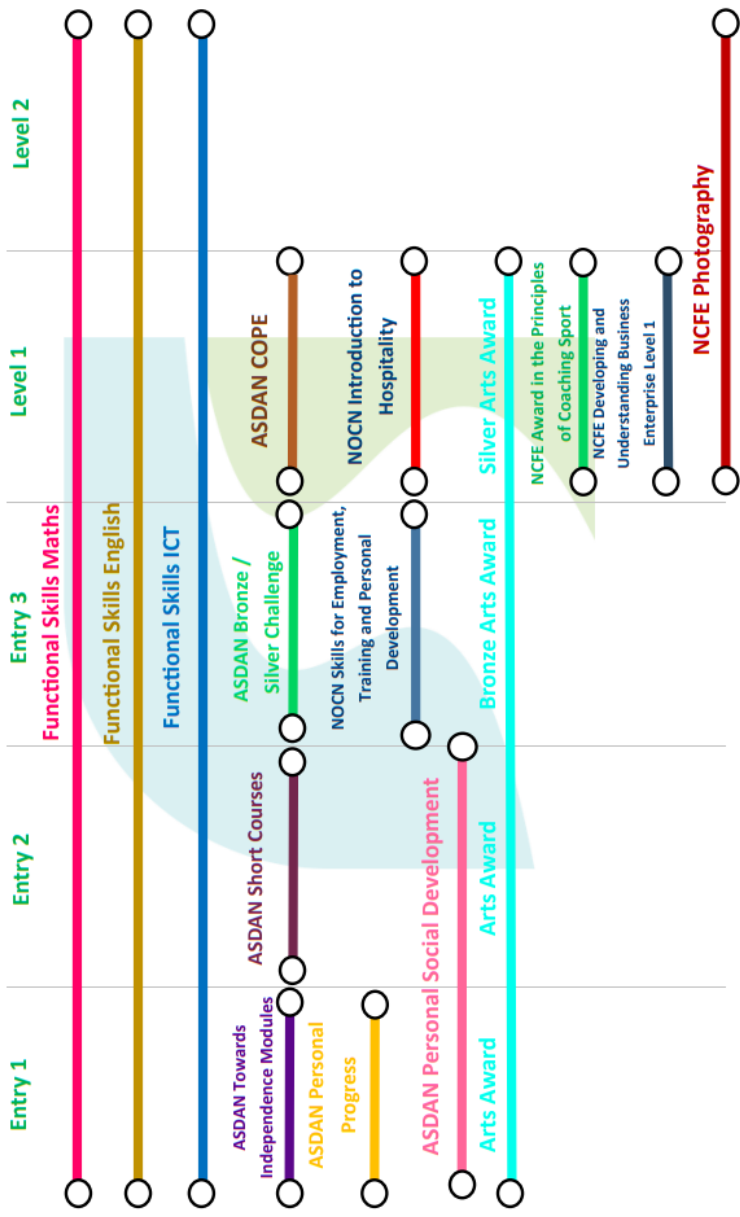
Building on from the learning achieved in Key Stage 4, the pupils will have been assessed and a new pathway is planned for them which will be discussed in their Annual Review. In Key Stage 5 there is a real focus on developing independence, planning for future living and employability after Sherbourne Fields. In Key Stage 5, pupils are assessed through their accredited courses.

For some pupils we focus on developing a breadth of experiences and they take part in attaining the accredited course ASDAN Towards Independence. Modules are selected which give them a wide range of Experiences: these include Life Skills, Cooking, Employability, Money and Future Choices.

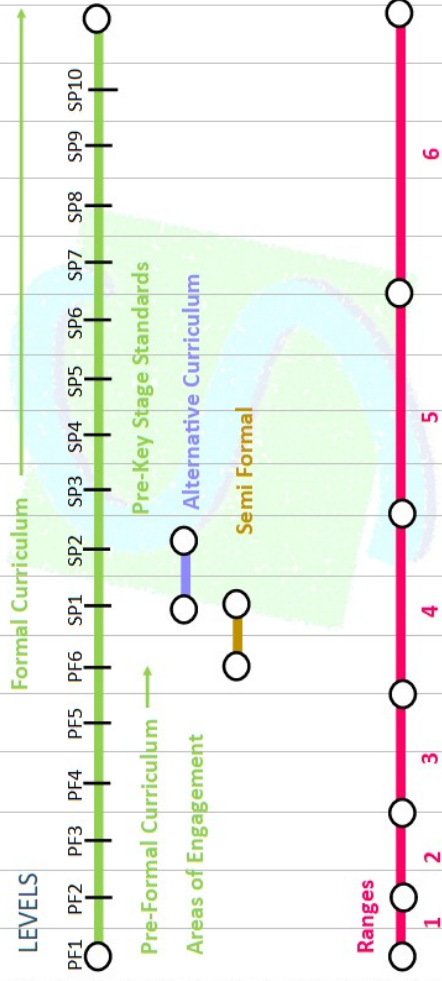
For others there are a range of Pathways and Functional Skills courses at Entry Level and Level 1/2. These courses are accredited and include Maths, English, ICT and a range of accredited vocational courses which can be seen in the diagram on the opposite page.

These courses are assessed through ongoing course work that is collated as the course progresses. Some of these courses end in a final examination which take place in the summer term. These assessments are moderated and marked by external verifiers.

## Key Stage 5 Accreditation



## PRIMARY ASSESSMENT LEVELS



EYFS Birth to 5 Matters

### In the EYFS there are two statutory assessment opportunities.

- **The Reception Baseline:** The assessment we use to carry out this assessment is called the Reception Baseline. The Baseline offers an on-entry assessment of pupil attainment. The assessment consists of practical tasks and an online scoring system.
- **The EYFS Profile:** The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three characteristics of effective learning:

#### **The prime areas of learning:**

- communication and language
- physical development
- personal, social and emotional development

#### **The specific areas of learning:**

- literacy
- mathematics
- understanding the world
- expressive arts and design

**Characteristics of effective learning:** playing and exploring, active learning and creating and thinking logically.

### Key Stage 4

Some pupils (Entry 1) follow the OCR Life and Living Skills course—this is a cross curricular course that incorporates a variety of subjects to ensure a rich curriculum base for our pupils. This course takes two years for the students to complete and means that they move into Key Stage 5 with an accredited qualification.

Students who are working between Entry 2 and 3 also have the opportunity to complete the OCR Life and Living Skills course, as well as a range of the Entry Level accredited courses which include English, Maths and Science.

In Art there is also the option of completing the OCR Art GCSE qualification.

To enhance the curriculum the students will also have the opportunity to gain the Duke of Edenborough Award.





Assessments will be based primarily on observation of daily activities and events. Teachers will note in particular the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts. Accurate assessment will take account of a range of perspectives including those of the child, parents and other adults who have significant interactions with the child.

The children's progression is mapped against the descriptors taken from the 'Birth to 5 Matters' ranges. This allows for all the children's progress to be accurately recorded and monitored.

### Key Stage 1 assessments:

#### The Phonics Screening Test:

The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills.

The check consists of 20 real words and 20 pseudo-words that a pupil reads aloud to the teacher.

#### Phonics Assessments:

Pupils complete phonics assessments with their teachers. The assessment relates directly to their learning of sets of sounds, following the phonics scheme 'Phonics for Pupils with Special Educational Needs' by Ann Sullivan.

The assessment covers:

- Code Knowledge Phoneme to Grapheme (and vice versa)
- Blending
- Segmenting
- Reading High Frequency Words
- Spelling High Frequency Words

These assessments are also adapted for those with complex needs.

### End of Key Stage 2 Assessment:

In 2016, a new set of Key Stage 2 national curriculum tests were introduced consisting of:

English reading : reading booklet and associated answer booklet

English grammar, punctuation and spelling Paper 1: short answer questions

English grammar, punctuation and spelling Paper 2: spelling

mathematics Paper 1: arithmetic

mathematics Paper 2: reasoning

mathematics Paper 3: reasoning

Year 4 - Multiplication Table check, to determine whether pupils can recall their times tables fluently.

These assessments take place in May each year and are marked externally. The pupils will be assessed as not yet reaching minimum standards, minimum standards, expected standard or exceeding expected standards.

## Not for everyone...

End of Key Stage Primary Assessments are statutory.

However, if pupils are not able to tackle them they will not have to. We are able to dis-apply pupils from the tests and continue with our own teacher assessments. This can give a much clearer picture of the progress the pupils have made whilst attending Sherbourne.

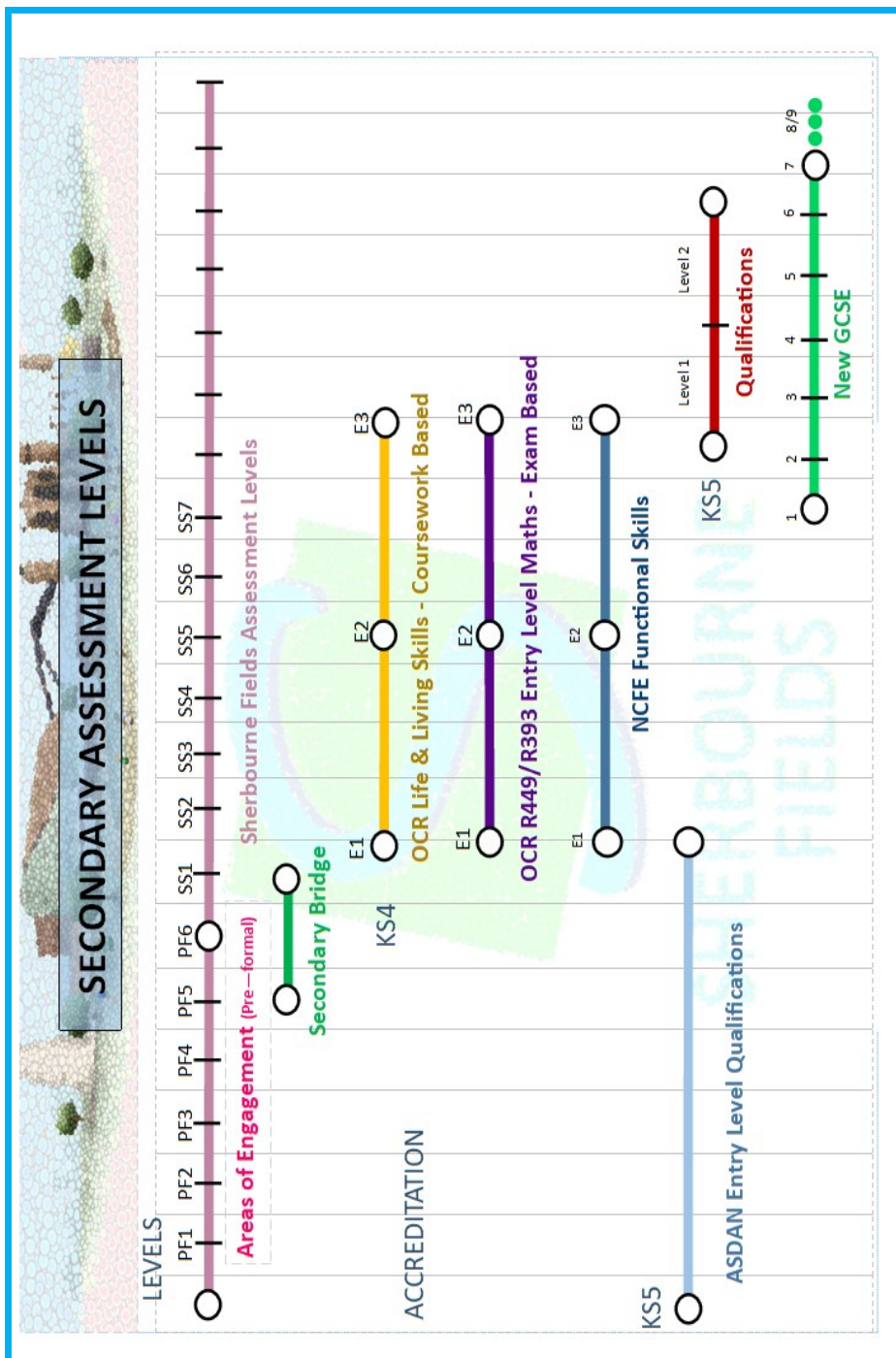
### Key Stage 3

When joining Key Stage 3, pupils on the semi-formal and formal curriculum pathways are baselined against the Sherbourne Secondary level descriptors (SS1-SS6.)

Pupils' progress in core subjects is assessed using the Secondary Step Continuum outlined earlier in this booklet. Pupils will follow a bespoke semi-formal, formal or sensory curriculum pathway to prepare them for the courses they will access in Key Stage 4. Some students will have the opportunity to take part in accredited courses such as the Prince's Trust Achieve Programme during their time in Key Stage 3.

All subjects have specific outcomes attached to their curriculums which ensure pupils are building on their skills and knowledge in a sequential manner.





## The S Steps Continuum for Secondary

At Sherbourne Fields we use Sherbourne Progress Steps to assess pupil progress from Key Stage 1 (Year 1) to Key Stage 3 (Year 9.) Our Sherbourne Progress steps are different for Primary and Secondary and therefore pupils are baselined upon entry to Key Stage 3 against the secondary descriptors.

In Key Stage 3 pupils are assessed against SPMLD1-6 if they are on the Pre-formal Pathway and against SS1-6 if they are on the semi-formal or formal pathways. In Key Stage 4 and 5 pupils are assessed according to their accredited course outcomes.

Our secondary assessment descriptors incorporate outcomes from the original P levels as well as the National Curriculum and Pre-Key Stage standards. This ensures we challenge every child regardless of ability.

Our system utilises a software company SOLAR to record the assessment data online. We also record lesson evidence to ensure our staff are correct and consistent in their judgements. Pupils' assessment data is collated three times a year, at the end of each term.

