



Bowden House School

Assessment and Target Setting Policy

2020/2021



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For review by the SLT & the school's Governing Body

Agreed by the Governing Body on 30 June 2020

Signed _____
Chair of Governors

Review date : June 2021



1. Aims:

This policy aims to:

- provide clear guidelines on our approach to formative and summative assessment
- establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers

2. Legislation and guidance:

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.

It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

3. Principles of assessment:

The whole of the Bowden House School curriculum is designed around a highly differentiated Stage not Age booklet. All students at Bowden House have EHC Plans which identify their SEND and we act to support effective learning by removing identified barriers to learning. Best practice involves meeting students' SEND through implementing a graduated approach using the assess, plan, do, review cycle.

- **Assess** – a thorough assessment using SALT, CATs and GL assessments is carried out on admission to Bowden House School which this gives a clear analysis of students' needs
- **Plan** – a plan is put in place to include additional support in lessons and any 1:1 support that the student needs using results from the assessments and their EHCP. Short- term, medium- term and long-term targets are set for each student, which include both academic and SEMH targets
- **Do** - Subject specific Stage not Age targets are set by the class teacher using FFT and CAT data. The subject teacher works closely with the assistant teacher and the Well-being & Intervention Team to plan and assess the impact of support and interventions and use the ILP to link to classroom teaching
- **Review** – The effectiveness of support and interventions and their impact on student progress is reviewed and evaluated three time a year by both academic and care teams.



4. Assessment approaches:

Our assessment system is made up of the following:

Termly assessments (Summative)

Interim assessments (Formative)

Annual tests (GL tests and external examinations) (Summative)

Effective day to day in school formative assessment helps students to measure their knowledge and understanding and respond to feedback (as per the Marking and Feedback Policy). It provides a picture of the student's strengths and weaknesses and allows teachers to identify when students are struggling and what interventions are needed.

Day to day formative assessments –

- questioning during lessons
- marking of students work
- observational assessment
- regular short re-cap

Good in school summative assessment gives students the opportunity to understand how well they have understood a topic and gives teachers the opportunity to evaluate their delivery of a topic and the impact they have made.

5. Collecting and using data:

An electronic system BehaviourWatch has been developed to collect and record student progress. Following skills based formative assessments based on the Stage not Age booklets (please see Curriculum Statement). The teacher enters the stage at which the skills are being achieved and the individual success indicators completed by the students. This can then be averaged and the data manipulated to track progress of the students. Analysis of individual students progress at each of the six data cycles per year enables effective tracking of students against their targets.

The data from the data cycle is used three times a year (autumn, spring and summer) to analyse and set targets bespoke to the individual student. Identified achievable goals are set for our students to ensure continued progression within the curriculum and help remove barriers to learning. Targets are both subject and SEMH specific considering the needs of the student.



Target setting is essential to ensure that each student works to their full potential and achieves the best possible outcomes, whilst being realistic and achievable.

Student progress meetings are held after target setting to discuss and formulate a progress strategy for areas where they are making insufficient progress. Initially the progress will be on English, Maths and SEMH performance.

6. Reporting to parents/carers:

Reports detailing student progress and attitude to learning in each subject are sent out six times a year. There is an Annual Review meeting once a year with parents/carers, education mentor, care key worker and other agencies who may be involved in the student's life, e.g. Social Worker. This meeting looks in depth as to how the student is doing socially and in education, recommendations to the EHCP are also discussed and sent to the local authority.

7. Inclusion:

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the identification any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points and take this into account alongside the nature of students' learning difficulties.

8. Roles and responsibilities:

8.1 Governors

Governors are responsible for:

- being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- holding school leaders to account for improving student and staff performance by rigorously analysing assessment data



8.2 Headteacher

The Headteacher is responsible for:

- ensuring that the policy is adhered to
- monitoring standards in core and foundation subjects
- analysing student progress and attainment, including individual students and specific groups
- prioritising key actions to address underachievement
- reporting to Governors on all key aspects of student progress and attainment, including current standards and trends over previous years

8.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy