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**Melland
High School**

BRIGHT FUTURES EDUCATIONAL TRUST

Melland High School

Assessment Policy

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Basic Principles

Our curriculum is designed to secure, in students' long-term memory, an ambitious body of developmentally appropriate essential knowledge for both **academic** and **personal development**.

Education Health and Care Plan (EHCP) Outcomes

Every young person at Melland High School has an **Education Health and Care Plan (EHCP)**. The EHCP is reviewed each year and will stay in place until the age of 25 as long as the young person stays in formal education.

The EHCP identifies the educational, health, care and social needs of the young person and monitors outcomes which are set and reviewed annually with families, to support their overall development.

EHCP outcomes are set and reviewed in the areas of:

Education and/or training

Preparation for employment

Health and well-being

Friends, community life and leisure

Independence.

The sixth form curriculum is also underpinned by **Preparation for Adulthood outcomes** which mirror the EHCP target areas. Students have opportunities to work on the four areas of Preparation for Adulthood through all aspects of their core sessions.

These include: **Employment, Independent Living, Community Inclusion, Health**

Flexible Curriculum Pathways

Our curriculum is based on **flexible curriculum pathways, Pre-Formal, Informal, Semi-Formal and Formal**, comprising of developmental, personal and academic milestones. At Melland High School assessment is an integral part of teaching and learning and provides a framework for setting clear learning outcomes and effectively identifying, monitoring and communicating students' progress and achievement.

Through the observation, assessment and moderation processes, teachers gain a clear understanding of each student's knowledge, skills and abilities. This enables teachers to identify the appropriate curriculum pathway for each learner, set challenging and rigorous learning outcomes, identify next steps and areas for further development thus strengthening learning across the curriculum.

Every opportunity is taken to build on an increased rate of progress over each key stage and is formally identified at termly assessment points. Regular progress meetings take place to discuss individual and group progress and to inform and identify specific interventions which may be required to ensure a student remains on track to reach their planned outcomes or add appropriate challenge.

A full and final analysis of progress and achievement, including the impact of interventions, is undertaken during the summer term to inform annual reports to parents and carers. This information is also shared and discussed with parents and carers at progress evenings.

Types of Assessment

Three types of assessments are used:

Assessment For Learning (AfL), Formative, and Summative Assessments

Each type of assessment has a distinct nature:

- **Assessment For Learning (AfL)** is any activity that is primarily designed to improve learning.
- **Formative Assessment** gives the teacher previously unknown information about students' achievements that are used to inform the next steps.
- **Summative Assessment** allows us to conclude students' attainment of agreed standards.

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The frequency of each type of Assessment is:

Assessment For Learning (AFL) - every lesson, every day

Formative Assessment - from the mid-point of a topic to endpoint

Summative Assessment - two assessment point per year

Progress Data

When assessing whether progress is being made, leaders and teachers use data analysis for Pre-Key Stage Standards in English and maths, MAPP (Mapping & Assessing Personal Progress) lateral progress data, MAPP Formal, Phonics Tracker, Hertfordshire reading test, Skills Builder Expanded Universal Framework progression system and progress towards the functional skills standards and national accreditation data.

Measuring the Impact of the Curriculum

Senior and middle leaders with the support from highly qualified professional curriculum consultants, Local Authority Quality Assurance Professionals and Bright Futures Review teams, monitor whether the intended curriculum is enacted by assessing the extent to which the curriculum is implemented as planned.

Through the QA cycle, which includes the appraisal cycle, lesson observations, learning walks, progress meetings, moderation of planning, work scrutiny and evidence of learning, leaders review the effectiveness of the implemented curriculum by assessing:

- the expertise of teachers in implementing the curriculum, providing support and training where necessary
- the effective use of AfL and formative assessment to plan for next steps of learning
- the students' deliberate practice towards their PLIs and curriculum milestones
- progress towards achieving EHCP outcomes
- the quality of evidence recorded by staff and/or students' work
- the extent to which students are remembering and knowing more as they progress through the curriculum through discussions with students where appropriate
- feedback from parents and carers
- the appropriateness of the learning environment, learning opportunities and resources
- the promotion of the curriculum drivers: flexible curriculum pathways, specialist pedagogies, powerful knowledge, SMSC and vocabulary
- the appropriateness of the Total Communication approach across curriculum pathways and key stages
- the implementation of advice given by therapists and health professionals

Formal Curriculum Pathway Key Stage 3 and Key Stage 4

All formal curriculum pathway subjects in Key Stage 3 and Key Stage 4 have been mapped against the **National Curriculum**. Curriculum leaders are confident that students are accessing the best curriculum offer which covers the full breadth of the National Curriculum.

As a way of cross referencing nationally recognised standards the Pre-Key Stage Standards for English and maths and National Accreditation for English and maths are utilised. Bespoke assessments against curriculum milestones are utilised in the other formal curriculum subjects.

All students are given ambitious and developmentally appropriate learning goals taken from the curriculum milestones. Progression is seen as retaining specific knowledge in relation to the milestones and relating new knowledge to prior knowledge. For this reason, threshold concepts and key concepts are established, which form the basis for relating new knowledge to prior knowledge. In doing so, students develop meaningful substantive, disciplinary and procedural knowledge and progression steps towards curriculum end points.

Each curriculum overview clearly identifies the required knowledge and skills, and how it is sequenced for each subject.

At the beginning of new contextual learning students' prior knowledge is assessed. Students expected prior knowledge is also reflected in planning based on what aspects of this schema have been delivered earlier in

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their education at MHS. From this baseline a medium-term plan is devised and the sequenced curriculum expectations for the teaching group are outlined in terms of composite outcomes and component parts.

Over time staff use a variety of formative assessment tools to gather an individual picture of each students growing schema and how that measures up against the set curriculum expectations for example Proof of Progress (POP) tasks which provide evidence of progress towards specific curriculum milestones. These are employed strategically throughout an academic year.

Short term assessment for learning (AfL) through class teaching, questioning, peer and self assessment and retrieval practice gives valuable practice towards the stated curriculum end points. In addition to this, teachers gain valuable insights that highlight the need for interventions, additional challenge and any additional adaptations

Medium-term formative assessments including tests, quizzes and Proof of Progress (POP) tasks are employed strategically throughout an academic year. These alongside multiagency and therapeutic reports give insights to teachers that allow them to make well-founded decisions as to the next steps for students.

Long-term, end of year assessments give us valuable insights about students' long-term retention of essential knowledge. This also informs end of year reports for students and parents and carers and the evaluation ECHP outcomes.

Formal Curriculum Pathway 6th Form

In addition, Sixth Form English, Maths and Digital Skills have been mapped against Functional Skills standards in addition to Equals 'Moving On' curriculum content. Wellbeing sessions have been mapped against the PSHE association's KS5 programme builder and other core sessions have been mapped against Equals 'Moving On' Curriculum. Vocational sessions have been mapped against relevant Entry Level/Level 1 standards.

Nationally recognised accreditation is utilised, particularly within vocational sessions, this includes Duke of Edinburgh Award Bronze, Hospitality and Catering Food Hygiene Award Level 1, Sports Leadership Level 1, UK Into basketball award Level 1 and FA Playmaker Football Award Level 1.

In addition to specific curriculum end points the sixth form curriculum is assessed through achievement of high-quality post-19 destinations. This post-19 data is captured and then utilised to help inform our curriculum moving forwards.

Informal and Semi-Formal Curriculum Pathways

For students accessing the Informal and Semi-Formal Curriculum we use the **MAPP** assessment tool. This enables us to measure personal lateral progress considering how well students can perform a skill without support **independence**; how confident and competent they are with the skill **fluency**; how well they maintain the skill over time and after a break **maintenance** and how well they can perform the skill in different contexts or with different staff **generalisation**.

Students consolidate and generalise their learning across broad, balanced, rich and meaningful curriculum experiences that inspire learning and promote engagement whilst supporting the development of independence and functional skills.

Personal Learning Intentions (PLIs), which are **ipsative** in nature, are identified following a **Strengths, Provision Analysis**. Students receive PLIs to support their individual progress in the areas of communication, social interaction, developing independence, health and well-being and engagement. The focus of assessment is on these five strands which are embedded across all areas of the curriculum as teachers consistently observe and monitor students to support personal progress and inform each student's individual next steps in learning. PLIs promote constant individual wholistic development for identified students. Teachers then gather evidence and track progress using MAPP to ensure suitable challenge.

Pre-Formal Curriculum Pathway Assessment for students experiencing PMLD

The Pre-Formal Curriculum (a person-centred and holistic curriculum for learners experiencing PMLD) is also assessed using MAPP, a suite of materials developed to facilitate the planning, assessment and recording of progress in relation to personal learning intentions.

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Each student has a unique and differing set of challenges. The complex range of capabilities means that a criterion-referenced assessment, with a predefined set of targets, is neither appropriate nor possible to define. Therefore, it is not appropriate to use numerical data to compare the progress of our students, at national, local or school level. Furthermore 'expectations of progress' or 'target setting' is not a meaningful concept for students with PMLD. There are too many factors which impact on progress overtime and to impose a pre-determined path is not realistic or meaningful.

Our assessment is therefore ipsative in nature and we compare our students with themselves at a previous point in time, describing what they can do now compared to what they could do before.

Ipsative assessment requires a different solution to the question of 'what constitutes good progress?' moving away from comparisons between student outcomes and to focus instead on the processes upon which judgements are reached. To maintain high expectations of each student's progress we focus on the process by which we support the student and therefore consider the input to the student's learning as vital to their success. There are a number of ways in which this is achieved including:

- Judgement of overall quality of teaching and learning
- Regular progress meetings with middle a senior leaders to evaluate progress
- Effective use of ongoing assessment to plan for next steps of learning
- Multi-professional team who contribute to the development of learning so that the strengths and needs of the students are incorporated into next steps, so that student views are represented and interpreted appropriately
- Parents/carers contributions
- Longitudinal data used to gain an overview of progress for individuals and groups over extended periods and to identify areas for development (MAPP)
- Quality assurance is through external monitoring of the work of the school and the development of moderation sessions with other schools to ensure judgements are robust

The Personal Learning Intentions (PLIs), which are ipsative in nature, are identified following a **Strengths, Provision Analysis and using the Engagement Profile**. We use MAPP which considers what has been achieved and helps us to identify the next steps, which may include continuing or changing the next steps in learning. For learners on the PMLD spectrum it is important we analyse the small steps of progress to ensure that the progress made is long lasting. This is also done through four key processes; **independence, fluency, maintenance** and **generalisation**.

Evidence for Learning App is used to evidence, assess, review and plan for meeting the individual needs of our learners. Evidence including photographs, video clips and observations, can be annotated and tagged including evidencing and tracking progress against PLIs and outcomes related to Education Health & Care Plans.

Flexible Pathway Blended Approach

For some students in the specialist pathways, more formal learning provides an appropriate extension to the Informal and Semi-Formal curriculum pathways.

Students who are able to access content from the early stages of the National Curriculum are supported to do so, taking account of their individual learning styles and preferences. With this in mind, some students access a blended approach, including Informal, Semi-Formal and Formal learning opportunities. Assessments appropriate to the curriculum pathway will be used to assess learning and plan for next steps. For some students accessing the Formal Curriculum Pathway access to Specialist Pathway provision is provided to support their personal development and improve their access to learning.

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‘Skills for Life’

We are committed to promoting the Manchester City Council “**Skills for Life**” programme, which is a universal approach that promotes the use of a common language to describe five key skills of:

Communication, Problem solving, Self-management, Team-work and Self-belief.

There is a commitment to increase opportunities for children and young people to practice, reflect and record these skills. In Manchester, ‘Skills for Life’ is not only needed for young people and employers, but also, for the cultural capital of our city. The development of this work is a way of supporting our students to have the skills to be able to grow up happy, healthy, safe and successful. The curriculum allows for a targeted nurture of those skills and provides students time to reflect upon their development. It allows for students to explore the different work sectors and how the ‘Skills for Life’ feature within them.

Sixth Form make use of the **Skills Builder Expanded Universal Framework** which is then aligned to Manchester’s ‘Skills for Life’ programme to create a bespoke system and personal targets for each student to support their development within vocational sessions. **The Kloodle platform** plays a pivotal role in this, allowing students to record their skills within their targets, evidence is also built up within students’ vocational portfolio folders.

Record of Achievement

Kloodle is platform for students to record evidence of their experiences in each of the universal employability skills. Kloodle will help young people, reflect upon the ‘Skills for Life’ through writing blogs, taking photos, uploading videos and sharing documents. Students find “skills building” opportunities by listing activities, opportunities and awards that they can participate in to build these skills. This supports them to prepare for adulthood, building confidence and self-esteem and as their profile grows, young people begin to realise they have a lot to offer the world.

Compass+ tool is used to:

- Assess school’s careers provision against the Gatsby Benchmarks
- Track individual students’ careers interests and intended destinations
- Track individual students’ actual destinations (what they do for 3 years after leaving the school)
- Measure learners’ career readiness with the Future Skills Questionnaire at key transition points
- Plan and track careers activities/opportunities for individual students

Celebration of Achievement

Celebrating students’ achievement is a key part of our culture at MHS. We hope to support intrinsic motivation development through a variety of methods and approaches to upskill, inform and promote academic and personal achievement and positive behaviour, this can celebrated through; awarding House Points, rewards assemblies, certificates and celebrations, tokens of achievement, Class Dojo awards and descriptive targeted feedback and praise. In Sixth Form for those students for whom it is meaningful, Kloodle also plays a vital role in fostering intrinsic motivation as students record their successes and achievements.

Benchmarking against other local outstanding specialist support high schools is used effectively to compare levels of progress over time for similar groups of students.

Teacher workload in relation to the benefit the work is to students is foremost in our mind when making assessment arrangements; arrangements have been stripped back to only the most manageable, meaningful, useful and informative.

MHS Assessment Toolkit includes:

- EHCP Outcomes
- Pre-Key Stage Standards for English and Maths
- BSquared Connecting Steps
- Phonics Tracker
- Hertfordshire Reading Test

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- Essentials curriculum Milestones
- Pebbles Curriculum Milestones
- Kahoot Curriculum Milestones
- PSHE Association Planning Framework for Students with SEND
- MAPP (Mapping and Assessing Personal Progress)
- MAPP (Formal)
- Routes for Learning
- Engagement Profile
- Functional Skills Standards
- Equals Moving On
- Evidence for Learning
- Kloodle 'Skills for Life'
- Compass+
- Skills Builder Expanded Universal Framework
- Destination data