



Stone Lodge School

Stone Lodge Therapeutic School

Assessment, Recording and Reporting Policy

Approved by:	Ollie Sharp	Date: Dec 2024
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Last reviewed on:	Dec 2024
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Next review due by:	Dec 2025
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Assessment at Stone Lodge Therapeutic School

At Stone Lodge School, it is vital that we understand all of pupils **academically, skillfully and therapeutically**. Our robust assessment system has been carefully designed to provide staff to identify areas of strengths and areas for development for all pupils in line with our school ethos: **Care, Understanding and Aspiration**.

At Stone Lodge our guiding principles ensure that we evaluate the aim of any assessment that is used and we ensure that we take our staff workload into account.

Roles and responsibilities

Teachers are kept up to date with developments in assessment practice through the school development plan, which is informed by outcomes from whole school monitoring. Staff training is identified through this process. Teachers and support staff have the opportunity to develop and improve on their practice in a variety of ways. Staff training sessions are designed as the emerging needs arise to ensure that there is a secure understanding of the purpose and practice of all assessment. From monitoring lessons, photos of good practice are shared with staff and provide visual examples of good assessment practice. This is also shared in Curriculum meetings. Any areas for development are identified and actions are given.

Review

This policy will be reviewed annually by the Deputy Headteacher. At every review, the policy be shared with the proprietor and governors.

All teaching staff are expected to read and follow the policy. Senior leadership and subject leaders are responsible for ensuring this policy is followed.

SLT will monitor the effectiveness of assessment practice through our quality assurance model:

We use plan, do and review model to monitor and gauge the impact of our curriculum design. Alongside senior leadership and subject leadership, we monitor individual subjects through:



Purposes of Assessment at Stone Lodge:

- To inform and support planning
- Identify and plan next steps in sequencing and progression in line with the curriculum long term plans
- Identify pupils strengths and areas for development academically in the core subjects: English, Maths and Science
- Identify pupil strengths and areas for development in the foundation subjects that we offer: History, Geography, IT, Art, Food Studies and PE
- Identify pupils understanding in PSHE and identify areas for development
- Identify our pupils strengths and areas for development in our eight skills builder outcomes:



- Identify our pupils therapeutic needs this will include speech and language, sensory and psychotherapy
- Improve and evaluate teaching and learning, and so raise standards
- Provide evidence of achievements
- Plan for progression and development
- Ensure equality of access

Assessment is an integral part of the curriculum at Stone Lodge and is a continuous process. Assessment falls largely into 3 groups:

Formative:

This is the day to day on-going assessment, carried out by our teachers and classroom mentos both formally and informally during a unit of work for example, low stakes testing, questioning, identifying and addressing misconceptions and implementation and effective use of the school agreed live marking and feedback policy. The results of formative assessment have a direct impact on the planning, teaching material and strategies employed following the assessment. Results and observations of formative assessment are also fed back to pupils. Where appropriate, pupils will respond actively in lessons to feedback given to them either verbally or written in purple pen as per the agreed live marking and feedback. This ongoing feedback loop informs the teacher response in order to support the individual in closing the learning gap.

Summative:

These occur at defined times in the academic year. They are a ‘snapshot’ of what a pupil has achieved both in terms of attainment and progress at a given moment in time.

Assessment Calendar

Year	Autumn Term	Spring Term	Summer Term
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7	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p> <p>Gaps analysis using PIXL in English and Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Care/Understanding: Communication screening</p> <p>Psychotherapeutic outcomes measure</p>	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p> <p>Gaps analysis using PIXL in English and Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Care/Understanding: Psychotherapeutic outcomes measure</p> <p>Sensory profiling</p>	<p>Aspiration: End of year assessments</p> <p>Gaps analysis using PIXL in English and Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Care/Understanding: Psychotherapeutic outcomes measure</p>
8	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p> <p>Gaps analysis using PIXL in English and Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Care/Understanding: Communication screening</p> <p>Psychotherapeutic outcomes measure</p>	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p> <p>Gaps analysis using PIXL in English and Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Care/Understanding: Psychotherapeutic outcomes measure</p> <p>Sensory profiling</p>	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p> <p>Gaps analysis using PIXL in English and Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Care/Understanding: Psychotherapeutic outcomes measure</p>
9	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p>	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p>	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p>

	<p>Gaps analysis using PIXL in English and Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Gatsby benchmarking</p> <p>Care/Understanding: Communication screening</p> <p>Psychotherapeutic outcomes measure</p>	<p>Gaps analysis using PIXL in English and Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Gatsby benchmarking</p> <p>Care/Understanding: Psychotherapeutic outcomes measure</p> <p>Sensory profiling</p>	<p>Gaps analysis using PIXL in English and Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Gatsby benchmarking</p> <p>Care/Understanding: Psychotherapeutic outcomes measure</p>
KS4	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p> <p>Gaps analysis using PIXL in English and Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Gatsby benchmarking</p> <p>Care/Understanding: Communication screening</p> <p>Psychotherapeutic outcomes measure</p>	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p> <p>Gaps analysis using PIXL in English and Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Gatsby benchmarking</p> <p>Care/Understanding: Psychotherapeutic outcomes measure</p> <p>Sensory profiling</p>	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p> <p>Gaps analysis using PIXL in English and Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Gatsby benchmarking</p> <p>Care/Understanding: Psychotherapeutic outcomes measure</p>

National standardised summative assessment: National standardized summative assessments take the form of GCSES and vocational qualifications at the end of Key Stage 4.

Systems of practice

Summative assessment is carried out using the electronic system 'Earwig Assessment'. To access this you need a login name and password issued by the deputy headteacher. At Stone Lodge, we use Earwig Assessment to collate records (pictorial and anecdotal evidence), collect and analyse data and produce reports for governors and parents/carers. We use this software to allow teachers to measure pupil attainment and progress against curriculum objectives as well as our non-subject specific learning at Stone Lodge.

To further understand our pupils specific gaps in a stage not age approach, we use PixL assessments in English, writing and maths to provide a gaps analysis in the subject. This allows teachers to identify gaps in a pupils' education due to interrupted learning and therefore plan effectively to meet individual needs, monitor progress and share with senior leaders and parents/carers. This supports in our whole school aim of closing the knowledge gaps for all pupils to bring them in line with age related expectations.

Assessment information is tracked and progress is monitored through the following frameworks:

- Stone Lodge Core KS3 outcomes (Maths, English and Science- KS3 and KS4 outcomes)
- Stone Lodge Foundation KS3 outcomes (History, Geography, PE, IT, Art, Food studies)
- PSHE outcomes- Jigsaw scheme- in line with statutory guidance
- Skills builder (our whole school skill-based curriculum)
- KS4 exams

Teachers assess against the following outcomes:

Beginning Pupils have been taught the skill but rarely are able to apply their understanding

Developing Pupils begin to apply their understanding – this is usually with the support of a teacher or adult

Secure They are consistently working at this level.

Mastery Pupils are able to apply key skills across a range of curriculum areas without explicit teaching

Beginning A pupil will	Developing A pupil will	Secure A pupil will	Mastery A pupil will
<ul style="list-style-type: none"> - Have been taught this skill - Been given opportunities to develop - Be supported by an adult - Be at the early stages of acquisition - Occasionally be able to apply independently 	<ul style="list-style-type: none"> - Revisit previous knowledge or skills - Be given opportunities to practise the skills - Show increasing understanding - Frequently be able to apply independently 	<ul style="list-style-type: none"> - Achieve or be working at all the assessment points - Show a range of evidence from across the curriculum - Consistently be able to apply independently 	<ul style="list-style-type: none"> - Show further evidence of deep understanding - Be able to apply their knowledge across the curriculum without explicit teaching - Aspire to take risks and apply their knowledge and understanding

Our assessment system assesses our pupils in points of progress:

Beginning- 1 point
Developing- 2 points
Secure- 3 points
Mastered- 4 points

The system collates a total score based on framework coverage and also provides a total point score for each subject. This can be broken down further by strand if necessary. Targets can then be set based against their baseline scores taken approximately six to eight weeks in to the academic year.

Key Stage 4

At KS4 there are also end of key stage national exams. At Stone Lodge, we use various exam bodies and cover all levels to accommodate the various abilities of pupils and to make sure that all pupils achieve success and gain qualifications in the subjects they are taking.

- AQA
- IGCSE
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Skills builder

Skills builder is designed to provide a comprehensive skills-based curriculum model to follow alongside and to complement our whole school curriculum model. Skills builder is build around 8 outcome areas.

- Listening
- Speaking
- Leadership
- Teamwork
- Problem Solving
- Creativity
- Staying positive
- Aiming



EHCP outcomes

Alongside our analysis of academic outcome and skills builder, we also measure progress against individual to each pupil. These targets are generated from the EHCP statement outcomes and are individual to each pupil.

Reading at Stone Lodge

With our whole school focus on reading there are a number of robust assessment tools in place to monitor reading across the whole school. We use the Read, Write Inc Fresh Start Assessment. This varies only minutely from the phonics assessment and is designed to be more accessible to older students. These assessments are delivered 1:1 by our SENCO who is trained in the Fresh start assessment. Assessments of

progress take place every 6 weeks.

Our accelerated reader, supports our pupils with reading more widely and often and assesses their comprehension of a variety of texts.

Other assessment elements

- Attendance data is monitored closely weekly with the Senior leadership team and family support worker
- A staff, pupil and parent/carer survey is carried out twice a year to identify and embrace stakeholder voice. This data is used throughout the year to inform staff training as well as teaching and learning elements that arise as emerging needs are identified. It also enables use with identification or indications relating to staff workload and the well being of all our stakeholders.
- Accreditation is consistently reviewed and adapted to meet the needs of the cohort. GCSE qualifications are established in English language, mathematics and science.
- Gatesby benchmarking and preparation for Adulthood outcomes (this supports judgements made on skills builder) are measured at identified points throughout the academic year to identify the successes and next step of our Careers strategy (informing Futures), next steps in learning and skills progression throughout Stone Lodge.

RELATED POLICIES

- Curriculum policy
- Live marking and feedback