



## **Papillon House School**

### **Assessment and Moderation Policy**

#### **Assessment for Learning/Formative Assessment**

At Papillon House School we recognise that effective assessment for learning is fundamental to ensuring that the needs of our pupils are met and that every child makes outstanding progress. As a school we have invested significant time and energy through our program of continuing professional development for teachers in improving practice in this area.

All teachers are aware of the expectations of the school in this area of their work. They maintain running records to record day to day evidence of pupils' progress and also to pinpoint any barriers to learning for individual pupils. This information is discussed with the class team and is used to inform the next steps of teaching and learning for all classes and individuals.

#### **Assessment of Learning/Summative Assessment**

At key points during the academic year teachers undertake summative assessments of the levels pupils have achieved. Pupils are assessed using B-Squared Connecting Steps levels. These are scales designed to capture the progress and achievement of pupils with special educational needs, who are working below age-related expectations.

In order to ensure that our summative assessments of pupils' progress and achievement are reliable and accurate the school undertakes bi-annual standardisation and moderation exercises to check the reliability of individual teacher's assessments. Summative assessments of pupil's progress and achievements are reported to parents/carers every year at the Annual Review Meeting in the Spring Term.

#### **Our Assessment Tool**

At Papillon House School, Teachers use B-Squared Connecting Steps to track and monitor pupil progress throughout the year. B-Squared Connecting Steps

- Records small steps of progress for pupils with SEND
- Shows progress within a skill as pupils build up their knowledge
- Works on multiple levels for a pupil, showing their range of abilities
- Curriculum breakdown shows progress within levels
- Shows skills achieved between two dates
- Builds pie charts, bar charts and line graphs to show progress
- Reports are automatically updated as assessments are recorded
- Shows the assessment points yet to be achieved

(<https://www.bsquared.co.uk/products/connecting-steps> - June 2021)

At Papillon House School:

- Teachers follow a yearly pathway in target setting, assessing, evidencing and tracking pupil progress (Appendix A)
- Moderation takes place twice a year, in December and in June.
- “Data Drops” where levels are compared and analysed are 3 times per year on the following dates:
  - 3<sup>rd</sup> September; 3<sup>rd</sup> January; 3<sup>rd</sup> July
- All levels must be updated by these dates on B-Squared Connecting Steps by teachers.
- Teachers add supporting evidence using Evisense.

**Teachers report levels in the following areas:**

### **Engagement Steps**

*(These pupil are working at below equivalent P4)*

**Cognition and Learning:** Exploration; Realisation; Anticipation; Persistence; Initiation

**Communication & Interaction:** Expressive Communication; Receptive Communication

**Social, Emotional & Mental Health:** Emotional Affection; Social Affection

**Sensory & Physical:** Auditory Operation; Tactile Operation; Olfactory/Gustatory Operation; Vestibular Operation; Visual Operation; Proprioceptive Operation; Fine Motor Operation; Gross Motor Operation

### **Progression Steps**

*(These pupil are working at equivalent P4 and above)*

**English:** Reading; Writing; Spoken Language.

**Mathematics:** Number; Measurement & Geometry; Statistics & Probability

**Science:** Biology; Chemistry; Physics

**PSHE (Primary):** Citizenship; Physical Health & Mental Wellbeing; Relationships Education

**PSHE (Secondary):** Citizenship; Physical Health & Mental Wellbeing; Relationships & Sex Education

### **Target Setting**

Teachers set targets for all pupils 3 times per year at the beginning of each term (Autumn, Spring and Summer). Teachers use the ‘Individual EHCP Outcomes and Educational Targets’ form to select appropriate B-Squared Connecting Steps targets that link to the outcomes identified on their EHCP.

Teachers will add a comment to the selected assessment point on B-Squared Connecting Steps to identify this as a target. They will add e.g. “Spring Term Target” in the comments section and the box will be clearly identifiable with a blue mark.

Targets will be tracked and updated regularly, changing the awarded ‘Achievement to Add’ as this develops through the term. If a target is achieved (‘Mastered’) a new target should be set in its place. At the end of each term, teachers will formally outcome the targets both on B-Squared Connecting Steps and on their ‘Individual EHCP Outcomes and Educational Targets’ form. New targets are then set for the coming term.

## **Evidence**

Evidence is added as an ongoing process throughout the year. Teachers use Evisense to add a range of evidence such as photos, videos, observation notes and copies (photo of or scanned copy) of pupil's work.

Evidence must clearly identify the following:

- A range of evidence (photos, videos, pupils work, detailed observation)
- Which assessment point it links to on B-Squared Connecting Steps
- Detailed description of what is happening in the evidence
- What level of support (if any) was given to complete the task/piece of work being submitted as evidence

Evidence may be linked to more than one assessment point but currently only one piece of evidence can be attached to an assessment point (due to change next academic year with the introduction of the V5 updates).

Teachers will have fortnightly evidence meetings where they will meet in pairs/small groups to add evidence with support from peers and the assessment leads.

Evidence will be peer reviewed at the end of each half term. Teachers will be paired up and check that each child has one piece of good evidence per area. Assessment leads will then check this and provide any necessary feedback.

## **Moderation**

The purpose of Moderation is to ensure consistent leveling across the school. Moderation helps teachers to increase the dependability of the assessment information they gather. Speech and Language Therapists (SaLT) are asked to join Moderation when looking at the evidence for pupils on Engagement Steps and areas of Progression Steps.

Making consistent, reliable and valid decisions across different points in time is important for the school to report student progress or compare cohort data with historical information or national expectations.

Through moderation, Teachers support and learn from each other. Individual learning needs can be identified when analysing the data or through the moderation and allows teachers to set targets for planning. Individual and collective student achievement trends become clearer.

Moderation aims to further develop individual teacher decisions to be made with increased confidence. Reliability, validity and fairness within the process are enhanced, so achievement decisions are more reliable.

Internal Moderation at Papillon House School takes place twice a year in December and in June. The purpose of the December moderation is to track the interim progress of all children and identify any potential gaps in progress and/or barriers to learning. All teachers will have updated current levels on B-Squared Connecting Steps prior to the moderation exercise. Assessment coordinators will then identify any areas where pupils have made large or unexpected jumps, or not achieved the expected progress for that individual pupil.

During the moderation meeting, teachers and SaLT access B-Squared Connecting Steps in pairs or small groups on laptops. The assessment coordinators will have met prior to the moderation meeting to look at the data across the school and identify specific pupils and/or subject areas to focus on. Teachers will

then check the pupils/subject areas and decide if they agree that the evidence clearly demonstrates what it is meant to be showing and that there is a range of evidence to support this.

If there is not sufficient evidence to support this, the level awarded will be discussed, and the teacher will need to either add more evidence or reduce the awarded level of achievement (e.g. change from 'Mastered' to 'Engagement').

Assessment Coordinators will meet following the Moderation meetings to check any further pupils/subject area evidence and/or levelling that were not covered in the meeting – this is often a timely process and requires two people minimum to ensure fair judgement.

### **Data Analysis**

Following the moderation process, the assessment coordinators draw the yearly data from B-Squared Connecting Steps across the school. Progression Steps data is presented as an Excel document, presented in subject areas. Engagement Steps data is presented as individual pupil tracking through pupil summary, level progress and line graph. 'Red Flags' are identified if a pupil has not made more than 5% progress in an area over 6 months, or 10% progress in an area over 1 year. If a pupil has makes below expected progress in all areas, a case study will be written to explain the likely cause for this. Teachers receive feedback on their pupils' outcomes, including any actions, such as subject areas that require additional focus when target setting and planning for that pupil moving forwards. Feedback will be given to teachers in one-to-one meetings once the assessment coordinators have checked all the evidence and levels. Teachers may be asked to add further supporting evidence or give more information to explain how the pupil meets that assessment point and subsequent level on B-Squared Connecting Steps.

In September, teachers will set expected levels of progress for every child in each area. Teachers will consider the amount of potential each child has in a learning area and identify a planned percentage of progress. The assessment leads will confirm the set expectations. In July these will be reviewed and data gathered.

If a pupil has made unusually more or less than expected progress (0% or over 100%), this will be flagged and documented between assessment coordinators and class teachers. A Pupil Profile may be necessary to explain why the pupil has made significantly more/less progress than expected e.g. due to extended absence from school, period of crisis etc. If a pupil has made 5% or lower progress in a subject area without a clear explanation as to why, the pupil and the subject area will be raised and shared with the class teacher to ensure that there is a focus on that area in the planning and teaching for that pupil going forwards.

Progress will be reported to parents yearly at the Annual Review. Data will be presented showing the most recent recorded yearly progress in all subject areas.

Feedback on pupil progress will be prepared for the Management Team ahead of termly Management Team meetings twice yearly.

Further Assessment and Target Setting:

- All pupils are assessed by the Therapy Team using the SCERTS Framework (Social Communication, Emotional Regulation and Transactional Supports Framework). SCERTS targets are set during meetings between the therapists (Speech and Language Therapists and Occupational Therapists) with the Class Teacher. SCERTS targets are shared with parents at the

Annual Review. All staff, Therapy and Education, work towards pupils individual SCERTS targets collaboratively.

- The Post-19 Curriculum involves the introduction of B-Squared Connecting Steps – Steps4Life; Asdan; Pearsons Edexcel. Please see the Curriculum Policy and Careers Policy for further information.

*This policy should be read in conjunction with all other relevant policies.*

This policy was reviewed and revised by Katie Lonnborg (Deputy Head Teacher) in consultation with Naomi Hills (Assessment Coordinator).

**It was reviewed and agreed by the Management Team: June 2021**

Protocol/Policy				
Assessment and Moderation Protocol	Written	Naomi Hills	Curriculum Coordinator	September 2015
Assessment and Moderation Protocol	Reviewed	Naomi Hills	Curriculum Coordinator	May 2016
Assessment and Moderation Protocol	Reviewed & amended	Katie Lonnborg & Naomi Hills	Curriculum Coordinators	June 2018
Assessment and Moderation Protocol	Reviewed & amended	Katie Lonnborg	Deputy Head and Curriculum Coordinator	January 2020
Assessment and Moderation Protocol	Reviewed & amended	Naomi Hills	Teacher and Curriculum Coordinator	July 2020
Assessment and Moderation Policy	Reviewed & amended	Katie Lonnborg	Deputy Head Teacher and Curriculum Coordinator	June 2021

## Appendix A

## Assessment and Moderation Yearly Pathway

All teachers have their own login to B-Squared Connecting Steps and Evisense. They can access this from school and from home therefore they will use this throughout the summer holidays to set targets and plan for the new school year.

*Katie Lonnborg and Naomi Hills (Administrators for Connecting Steps) will have moved the pupils into their new class groups on B-Squared at the end of the Summer Term.*

**September** – all teachers will set targets linked to pupils EHCP Outcomes for all pupils in each area of Engagement Steps or Progression Steps by adding a comment to the selected targets. The comment must read 'Autumn Term 20... target'. This will be repeated at the beginning of each term. The selected target box will be marked with a blue marker once the comment has been added. If a target is mastered before the next target setting date, a new target should be set in its place. The reviewing of targets is on-going throughout the term, not limited to the end of each term when new targets are set for the following term.

*From academic year 2021/22, all teachers will set expected levels of progress for every child in each area in July. Teachers will decide the child's potential to achieve and make predictions. Assessment leads will review this.*



**Evidencing** – throughout the year teachers will add evidence to show pupil progress and to support the level that they are currently working at. Evidence will be added using Evisense. This can be accessed either through B-Squared Connecting Steps when a teacher logs in on a PC or through the Evisense app on the 'Teacher iPad'. Fortnightly 'Evisense' meetings will take place on Tuesday where teachers will add evidence with support from peers and assessment leads. Teachers are expected to add a range of evidence (photos, videos, observations, photos of worksheets). This will be peer reviewed at the end of each half term. Teachers will work in pairs/small groups to check that each child has one piece of solid evidence per area. Assessment leads will then check this and provide any necessary feedback. When reviewing the targets previously set at the beginning of the term, both ongoing (throughout the term) and at the end of the term, teachers must add supporting evidence to clearly demonstrate to what extent each pupil has achieved their target. Science will need 3 targets from working scientifically and then 3 from one of the science strands set out in topic maps.

### **Moderation:**

Evidence will be moderated twice yearly in December and in June.

"Data Drop" dates have been set as:  
3<sup>rd</sup> September; 3<sup>rd</sup> January; 3<sup>rd</sup> July

All levels must be updated and supporting evidence must be added by these dates.  
Data will then be extracted to an Excel document and analysed.



All pupils will be assessed throughout their time at Papillon using B-Squared Connecting Steps. Alongside this, when pupils reach Yr5, they will access areas within Asdan.

Post-16 assessment will include a combination of B-Squared Connecting Steps - Skills4Life, Asdan and Pearson's Edexcel.

**Data analysis:** Katie Lonnborg and Naomi Hills (Assessment Coordinators) will look for any areas of concern e.g. little or no progress made since the last data drop and highlight these pupils/areas. Teachers will be spoken to individually to establish the reasons why this pupil appears to have made little or no progress. A Pupil Profile may be required to explain reasons, e.g. pupil in period of crisis or absent from school.

*From academic year 2022-23 pupils expected levels of progress will be analysed with the aim that every child will have achieved potential progress identified in July 2022.*

Connecting Steps enables comparisons between groups to be drawn which will be printed and stored in the green assessment file. Feedback to the Management Team on pupil attainment at the Management Meetings (termly).