

Magdalen Court School

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**Magdalen Court School**

**Post Covid Assessment for  
Learning policy**

**Autumn 2020**

**To be reviewed November  
2020**

**Headteacher**



## **Rationale**

The purpose of this policy is to provide a comprehensive document to share with staff, Trustees, other professionals, families and other interested stakeholders. The policy incorporates the vision, values and aims for assessment when using an adapted curriculum and the specialised approaches required for teaching the pupils at Magdalen Court School.

Due to the adapted curriculum at Magdalen Court School, which is a broad and balanced approach that identifies and meets the variety of needs of our pupils, the curriculum, alongside specialist teaching approaches, provides consistency throughout the school, whilst recognising developmental and age related aspects to learning. Therefore we have adapted and created assessment systems which accurately and meaningfully allow us to support the progress of our pupils.

As a result of the recent disruption to student's education caused by COVID 19 and the very varied experience students have had during this time and a significant number of new students throughout the school, a rigorous Post COVID Baseline Assessment during the first half of the Autumn Term is being undertaken.

## **Aims**

- To gather information about the performance of individual students, groups and cohorts

in order to inform target setting and to monitor progress

- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To allow students to be involved in their own learning
- To inform the Trustees of the school's standards and achievement
- The positive achievements of a student may be recognised and the next steps are planned



- Learning difficulties can be identified more quickly and appropriate help given
- The overall achievements of the student can be recorded systematically
- The school and student's achievements can be monitored
- The legal requirements for record keeping, assessing and reporting can be met

## **Effective Assessment**

At Magdalen Court School we believe effective assessment:

- Offers all students an opportunity to show what they know and understand and what they

can do to improve

- Enables teachers to plan more effectively
- Helps parents be involved in their children's progress
- Provides the school with information to evaluate work and set suitable targets

## **Co-ordination of Assessment**

The SLT work closely with the Head teacher to ensure progress is being monitored rigorously throughout the school. Reports are presented to the Trustees to highlight pupil progress.

## **Key Features of Assessment at Magdalen Court School**

Day to day (Assessment for Learning/ AFL)

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with students and teachers discuss with students how learning outcomes can be achieved. AfL takes place on a daily basis and is integral to teaching and learning. Peer and self assessment is encouraged throughout the school.

## **Periodic (Assessing Pupils' Progress)**

This gives a broader view of progress for the teacher and learner using national standards and expectations. Periodic assessments occur at the end of Term 1, 2, 3, 4, 5 & 6. These assessments are conducted in a non invasive manner and are bespoke to each student's ability and emotional well being. Summative assessment is valued at MCS and may be collected



to a greater or lesser extent for each student as is deemed appropriate at the time of assessment.

## **Transitional**

This is the formal recognition of achievement:

- Completion of Foundation Stage Profile
- Key Stage 1 and 2 SATs
- Interim and end of year reports

## **Management Information Systems**

At Magdalen Court School we use Scholar Pack to record and track pupil progress from Reception to Year 13. Teacher Assessments are recorded at the end of each half term. Student progress is monitored each term via Student Progress Meetings (SPMs) At the end of Term 6 the SLT analyses individual, group and cohort student progress throughout the school.

## **Curriculum Targets**

Half Termly curriculum targets are set for Reading, Writing and Maths in all classes. These are shared with students and parents.

## **Student Progress Meetings**

Student Progress Meetings are designed so that individual students' progress can be discussed with the SLT and class teachers. This ensures accountability. Student Progress Meetings take place at the end of Terms 1, 2, 3, 4 and 6. Teachers enter assessment information for both interventions and classwork prior to the meeting highlighting any areas of concern.

## **Provision Mapping Meetings**

Provision Mapping Meetings are held to discuss progress of students listed on the Inclusion Profile. These take place at the same time as the SPM. Pupil Premium students are also discussed.

## **Tracking**

ALL students are tracked throughout the year and are discussed at SPM meetings. Focus

groups include:



- Pupil Premium students
- SEN students
- Higher Ability Students
- EAL students

(this is reviewed termly/ annually)

## **Reporting to parents**

Interim reports are sent to parents at the end of Term 1 and 2 with attainment levels in Reading, Writing, Maths and Science. Attitudes to learning and behaviour are also commented on. A full report for each student is given to parents/guardians at the end of the academic year. The report gives details of work covered, achievements, end of Key Stage Test results, Y1 phonics or Y2 retake results and offers advice for improvement/continued progress. When reporting to parents, we aim to be factual, specific and refer to past learning. We try to be positive about achievement and point the way to any future learning objective. We reflect the importance of the student in the process so the report can be understood by the student at an appropriate level.

## **Consultations**

Parent Consultations take place during the school year to discuss general progress and agreed targets or areas for development. Teachers are also available for informal consultation. We have open sessions throughout the year and an open evening for parents to view their child's work and classroom. Information available to parents at Parents' Evenings will include teacher assessments, test results, comments on classwork, homework and attendance records. Advice for improvement/continued progress will be given as appropriate.

## **Assessment Procedures and Calendar**

### **Foundation Stage**

Autumn Term - Information is obtained on the children prior to starting school via:

- Parent consultations
- Visits and discussions with pre-schools
- Early Years Transfer Record- completed by nurseries and pre-schools

A Baseline Assessment is carried out in the first 3 weeks. Staff complete the Foundation Stage Profile working closely with parents and record achievements in the child's Learning journey



Spring Term- Assessments will be made and scores recorded using the School Scholar Pack. Analysis is completed by class teachers and reported to the Head teacher.

Summer Term- Evidence to be collected for moderation. Final scores to be recorded using

Scholar Pack.

### **Key Stage 1 and 2**

Autumn Term - Information is obtained on the children prior to starting the new school year

- parent consultations
- discussions with previous teacher and, if appropriate SENDCo for Teaching and Learning.
- If appropriate, discussion with SENDCo at previous school.
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A Baseline Assessment is carried out in the first 3 weeks. Staff complete the baseline assessment tools, working closely with parents.

Spring Term- Assessments will be made and scores recorded using the School Scholar Pack. Analysis is completed by class teachers and reported to the Head teacher.

Summer Term - Evidence to be collected for moderation. Final scores to be recorded using Scholar Pack.

### **Key Stage 3 and 4.**

Autumn Term - Information is obtained on the Student prior to starting school via:

- Parent consultations
- Visits and discussions with primary and Secondary Schools.
- Primary Transfer Record- completed by Previous KS 2 provider

A Baseline 'Readiness to Learn' Assessment is carried out in the 4<sup>th</sup> week of the first half term. Staff work closely with parents, results are recorded on Scholar Pack. Any initial concerns are reported to SLT.

Spring Term- Assessments will be made and scores recorded using the School Scholar Pack. Analysis is completed by class teachers and reported to the Head teacher.

Summer Term - Evidence to be collected for moderation. Final scores to be recorded using



## **An inclusive approach to assessment**

In addition to the baseline assessments, MPS will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

## **Training for staff**

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. The school makes significant use of technology to assess and in order to support staff, training in the use of the Scholar Pack school assessment information system will be given.

Continuing professional development may take various forms including the provision of direct

Face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school in making use of external assessment systems will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

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