**Wribbenhall School**

**Assessment Framework Policy**



Re-Written: Spring Term 2020

Date of Next review: Autumn Term 2021

**To be read in conjunction with:**

Wribbenhall School Prospectus

**Approved by:**

Proprietor: Ellis Wells

18th February 2020**Principles**

Wribbenhall School is an alternative provision, private school, who’s Mission Statement is:

“The core values Wribbenhall School seeks to promote in its children and adults are positive self-esteem; confidence in their own judgement, self-reliance, independence, ambition and compassion.

To support our children with SEMH, anxiety and school refusal, we aim to nurture and inspire, happy re-engaged children, who are confident to engage with life to their maximum potential.

We seek to promote this through a highly bespoke, pupil-led curriculum encompassing both academic, therapeutic and nurture support that embeds within the school’s core values.”

Our children have experienced difficulties of some kind that have left them emotionally vulnerable within mainstream schools and they may be 'switched off' from learning. By placing each student at the heart of their learning experience we enable focused academic, social and emotional development designed around each student's interests and needs.

Our curriculum is based around the National Curriculum (NC). As some of the children we work with may return to state education, we want them to have an advantage as and when this happens. We have planning in place that covers the NC objectives for each of the years 1 to 6 throughout Key Stage 1 and 2. This planning offers many different routes to achieve set objectives for each year. However, we also recognise that the children may have difficulty in working outside their natural field of interest. In conjunction with parent/carers and the child we will negotiate the curriculum from the start of their learning with us.

The lessons that are taught to meet these objectives; are adapted to meet each individual child’s specific interests or needs. On entry to the school each child is interviewed to identify the areas of the curriculum they see as negative and positive as well as the negative and positive experiences that have led them to become one of our target children. These are used constantly to inform planning of lessons, interventions, outdoor activities and nurturing.

**Aims**

Working alongside the NC allows the children to meet or exceed national expectations. Professional Teacher Assessments of each child’s attainment can be made at any point in the year using the Wribbenhall Assessment Framework. The National Curriculum SATs will not be used to measure the childrens’ attainment either at Year 2 or Year 6. This is because each student follows a personally negotiated curriculum. This curriculum includes emotional support and nurturing alongside academic studies. Progress and achievement in academic studies is recorded using the Wribbenhall Assessment Framework. Progress in emotional development is measured using the Boxall profile.

Adding in the stress of completing national examinations for our target children may be counterproductive to emotional development. Therefore, Wribbenhall School’s Professional Teacher Assessment procedures are designed for an assessment of progress to be made at the end of each term throughout the child’s time at the school. This is completed by the child’s class teacher and is recorded and stored according to The General Data Protection Regulation 2016/679. It is used to inform planning of subsequent lessons and any interventions to address low attainment.

**Attainment Levels**

Wribbenhall School intends to remove age related grading that could cause some discomfort to children who may already be feeling underconfident in school. The National Curriculum sets out its attainment levels and matches them to a school year group e.g. year 3; or to a key stage e.g. key stage 1; or to a sub-key stage e.g. upper key stage 2. Wribbenhall School matches its attainment groups with those of the NC however it does not allocate a school age or key stage label to any individual group.

Figure 1. Table of similarity between National Curriculum attainment groups and Wribbenhall School attainment groups.

|  |  |  |
| --- | --- | --- |
| National Curriculum | NC/Wribbenhall Key Stage | Wribbenhall School Attainment |
| Year 1 | Key Stage 1 | W1C, W1B, W1A |
| Year 2 | W2C, W2B, W2A |
| Year 3 | Lower Key Stage 2 | W3C, W3B, W3A |
| Year 4 | W4C, W4B, W4A |
| Year 5 | Upper Key Stage 2 | W5C, W5B, W5A |
| Year 6 | W6C, W6B, W6A |

**Where**

**W= Wribbenhall,**

**C= working towards being on target to meet end of end of key stage expectation,**

**B= on target to meet end of end of key stage expectation,**

**A= exceeding target to meet end of end of key stage expectation,**

**Assessing SEND Pupils**

Firstly, the definition of a child with SEND is a pupil who has a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

This does not automatically preclude the child from attaining a level equivalent with age related peers. However, some children with SEND do achieve below their age-related peers. The intention of using the Wribbenhall attainment levels is to reduce the negative impact of assessment and levelling on each child.

The code W1C means that the child is working at a level that is equivalent to the level set by the NC for achieving age related attainment for year 1. However, W1C does not state a year, age or key stage. This we feel, is a more comfortable way of recording and reporting a child’s attainment.

**Aims and outcomes for all pupils including SEND**

Each child is an individual. Therefore, each child will have an individual target for attainment. These targets will be set in the Summer Term before the beginning of the next academic year or at the child’s point of arrival, to be achieved by the end of the Summer term. These targets will reflect the annual expected progress of three sub levels. These can be augmented by emotional security in a particular subject. A positive focus subject may also lead to above expectation achievement. The proprietor or teacher will set these targets bearing in mind the current attainment of the child and the information gathered in the initial interview and from other sources e.g. previous school and outside agencies.

Figure 2 Example target setting for a child who will be attending in the Autumn term.

|  |  |  |
| --- | --- | --- |
| End of last year level | Situations to consider | End of year Target level |
| Working below age related level (Year 4 NC) in Reading Writing Maths and Science. The child came from another school. | School phobia, victim of bullying and fear of maths. Finds painting and drawing therapeutic. | W5C/B in Reading and writing. (Working at NC age related Year 5 level)  W4B in Maths + emotional security in maths.  W5A in Art. |

Given that there are a small number of children in our school this process allows for individual assessment.

**Monitoring**

These codes are used in our subject assessments to identify levels of progression throughout the curriculum. This allows us to monitor progress for example:

* across the curriculum as a whole;
* in each subject;
* between subjects;
* for boys/girls;
* for SEND pupils;
* for EAL pupils;
* for Pupil Premium and or disadvantaged pupils;
* between each of these and the school as a whole;
* in comparison to national averages.

Monitoring takes place at the end of each term and we look for an average progress of three sub-levels over the year. We identify the levels of progress in each subject for each pupil and where we identify slow progress; we are able to adjust the curriculum to re-learn missed knowledge alongside planned learning or introduce an intervention programme to support the pupil to improve progress.

Interventions take the form of a twenty-minute focused teaching and activity session. At the end of the session the pupil is assed to see if they have retained the learning. If they have the next session is planned. As with all lessons, at the beginning of the next session the pupil is re-checked for retention of learning from the previous session prior to beginning new learning.

Pupil Progress is reassessed at the end of the following term.

**Assessing Social and Emotional performance**

These assessments take two forms:

* SEAL Profile
  + A profile is measured against the SEAL scheme of PSHEC work. The SEAL curriculum is used for PSHEC teaching in Wribbenhall School;
  + This allows us to measure progress against taught social and emotional sessions;
  + Progression measures are taken at the end of each term;
  + These measures documents can be found in the Assessment Framework file.
* Motional profiling
  + Motional provides an easy-to-use online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people. It is based on Professor Jaak Panksepp’s research on emotional systems in the brain and Dr Margot Sunderland’s extensive research, studies and expertise in executive functional skills. It records ACE and Protective Factor scores and gives staff a whole-brain picture of students' mental health and wellbeing.
  + This can be found at <https://motional.io/>