**The Oswaldtwistle School: Assessment and Reporting Policy**

**1. Introduction**

The nature of the student population at OSSS is varied in terms of the time students spend with us, the year group they are in on admission and the point in the academic year they join us. Some students remain on roll at their mainstream school and come to us as ‘respite’ or ‘medical’ referrals others are permanently excluded or ‘out of area’ admissions, often CLA (Children Looked After) who have no mainstream school place. All our students have experienced difficulties which have impacted to a greater or lesser extent on their learning. It is vital therefore that we focus not only on students’ social, emotional and behavioural needs but on ensuring that their learning needs are met and that our students make progress appropriate to their ability during their time at OSSS.

**2. Baseline Assessment**

In addition to academic testing on entry further assessments are carried out in order to form a clear picture of the social, emotional and behavioural barriers to learning as faced by individual students. The following tests and assessments are used to formulate a base line starting point and to highlight barriers to learning:

* Subject specific baseline assessment tests
* Wide Range Achievement Test 4th Edition
* NNAT Naglieri Nonverbal Ability Test
* BPVS British Picture Vocabulary Scale 3rd Edition
* Strengths and difficulties Questionnaire
* Learning Behaviours: Self-Reflection

The information gathered is used to produce an Individual Learning Plan for every student. The Individual Learning Plan together with baseline and target data is shared with all teaching and support staff and is used to inform lesson planning. This information should be held in a Teacher’s “Class Pack”. Every student will have their own individual Progress Folder which will also contain all this information.

**3. Target Setting**

All new students complete an induction period at The Oswaldtwistle School. As part of the induction process two academic targets will be set for the student. Academic targets will be set using a number of sources of information including KS2 SATS results, CAT scores, FFT Aspire, Doddle analysis of previous years’ national Progress 8 scores, and in house baseline testing. A member of SLT will be responsible for overseeing this task.

Two academic targets will be set:

* The highest target will be an “aspirational” target which will be referred to as the “National Target” and a target that students “could” achieve. The main criteria for setting this target with are the Doddle analysis of previous years’ national Progress 8 scores which set a “flight path” from KS2 to GCSE.
* The other target will be a target that students “should” achieve. This target will mainly be based on the FFT50 target which is a contextual target, taking into account the external barriers to learning that students have faced. This target will be referred to as the “Oswaldtwistle Target”.

Students will be expected to know both their targets, which will be displayed on student’s books. The targets will be central to teacher planning and will allow for challenging and differentiated lessons to take place that encourage and offer all students the opportunity to reach their aspirational targets.

**4. Progress Tracking and Monitoring**

We have implemented a **system that flows through both** key stages and thus allows for successful tracking from year 7 through to year 11. This approach is advocated by 'Doddle' and combines the new GCSE 1-9 grading structure, with a mastery assessment model.  In every subject the curriculum is broken down into Performance Indicators (I can statements) which teachers can assess their students against using a simple traffic-light system: red (novice), amber (developing) and green (secure). Each skill is given a 1-9 step rating depending on its level of difficulty and assessment of these can be used to help inform how the student is doing in relation to their OSSS and national targets. Students are challenged according to their age and ability level.

**The Mastery Approach:**

The mastery approach advocated by Doddle provides a **consistent assessment framework** which focuses on identifying pupils’ strengths and weaknesses –a key driver for improving outcomes. It is this that allows us to build on pupils’ prior learning, focus on gaps in knowledge and understanding, and ensure we are providing challenge.

Intervention week takes place prior to each data capture point during which students are expected to re-visit skills that that they are still novice at or developing, the aim being to secure their performance in these areas. Following this all RAG rated skills are entered on to the Doddle platform which in turn generate a decimal outcome on the scale 1-9. This figure is used to determine how a student is performing in relation to their OSSS and National targets. This approach is also used at KS4 for GCSEs and BTECs and helps provide a rigorous assessment model for all students at all levels.

Academic progress tracking will be monitored against three specific criteria:

* Progress from the baseline assessment (if appropriate).
* Progress against the Oswaldtwistle Target.
* Progress against the National Target.

Every teacher will be responsible for RAG rating their own student’s performance against the Performance Indicators and reporting their progress at data collection points. Teachers will also be expected to analyse the performance of individual students within their own classes in terms of progress against Oswaldtwistle targets along with the performance of student sub-groups within their classes. This should be done using Doddle Insight. Teachers will be responsible for initial classroom interventions and the recording of such interventions, for any students who are underperforming as a result of being RAG rated Red(novice) against performance indicators that they should be secure in.

Middle Leaders and SLT will be responsible for overseeing the process of data collection, data analysis (see appendix 1 for data analysis pro forma), intervention and the impact of applied intervention strategies. Student progress will be discussed with teachers during line management meetings and by SLT on a weekly basis. Our aim is to ensure that where necessary, students achieve their OSSS targets and make rapid progress towards achieving their National targets, thus closing the gap.

**5. Assessment and Reporting Calendar**

There are 5 data capture points during the academic year, at approximately 7/8 weeks intervals, and this is used to generate a summative report (see appendix 2 for report template) which will be shared with parent/carers and mainstream schools if appropriate. A parent/Carers' evening is held biannually where subject teachers, mentors and tutors are available to discuss the progress of individual students.

At KS3 parents/carers will be informed of how their child is performing in relation to their OSSS target. A decimal will be used for this purpose.

At KS4 parents/carers will be informed of their GCSE working at grade in relation to their OSSS GCSE target, or for a BTEC progress will be recorded by a statement; below target, on target or above target.

In addition to academic progress the report will provide information on the student's attitude to learning and quality of presentation along with their attendance breakdown (see Appendix 3 for report information details)