



Assessment and Data Policy 2022 Bennerley Fields School

Assessment is an integral part of ensuring best outcomes for all our pupils at Bennerley Fields School and is at the heart of teaching and learning. Effective assessment provides information to improve teaching and learning by identifying the needs of the pupils and providing a complete picture of pupil achievement.

Each of our pupils' are unique and we ensure that nonlinear progress is taken into account as we embrace the differences in the way pupils learn in line with the Rochford Review (2016) which recognises that pupils with SEN often make progress in different ways and how it is essential to give consideration to the complexity and often the combination of SEND.

At Bennerley Fields assessment at all levels (both summative and formative) is part of an assess, plan, do review cycle. Information from assessment is used to plan and improve outcomes for pupils therefore having a positive impact on learning and teaching. See *Appendix 1 – Assessment Cycle*



At Bennerley Fields we use two main forms of assessment:

1. Summative Assessment

'A summative assessment is carried out at the end of a course of study, period of time or unit of work to summarise and evaluate pupils' knowledge and understanding. It can also be used to measure the progress pupils have made from a previous summative assessment.'

Rochford Review (2016)

This is used to provide an overview of how well a pupil is progressing over time and will link to the quality of teaching as part of our quality assurance cycle within school.

2. Formative Assessment

'An assessment is formative if it is used to help inform teaching and lesson planning. It can enable teachers to identify any gaps or misconceptions and can help them to plan the necessary steps towards learning for their pupils. Formative assessment is an on-going process that takes place on a day-to-day basis in the classroom.'

Rochford Review (2016)

A key part of this assessment is feedback to pupils and this outlined in the school marking and feedback policy.

Formative Assessment at Bennerley Fields

- Recognises the pupil as a whole and celebrates a wide range of achievements
- Evidence for Learning, observation and records of work are used to support formative assessment towards EHCP outcomes in all areas.
- Pupils are involved in the formative assessment cycle with the teacher, responding to feedback support progress towards next steps.

Summative Assessment at Bennerley Fields School

See Appendix 2: Attainment and Assessment Continuum

What data is collected and how is it used?

- B squared is used to record summative assessment in the five areas of the engagement model (exploration, realisation, anticipation, persistence, initiation) using the Engagement Steps for pupils not engaging in subject specific learning.
- B Squared is used across all Key Stages to record summative assessment for English, Maths, Science, PSHE and RSE for pupils working at Progression Steps for pupils who are engaged in subject specific learning.
- Moderation of assessments against B Squared criteria are undertaken internally and externally to ensure consistency, and reliability.
- There are two data collections each academic year in February and July which are followed with pupil progress dialogue meetings. For new pupils it is also necessary for a baseline entry at the end of a 6-week assessment period.
- The B Squared data is used by SLT as an indicator for questions to challenge and generate actions forming an important part of the conversation at pupil progress meetings. This will provide evidence based decisions for actions to improve pupil outcomes.

- Information from assessments are used to communicate with parents and the LA about individual pupil progress and outline plans for the next steps of learning ensuring collaboration to support pupils learning.
- Data is analysed to ensure all groups and cohorts are making good progress across all areas of school and actions are implemented as appropriate.
- Data analysis is used to ensure target setting remains appropriate and ambitious for all pupils.

Reception Baseline Assessment

In response to statutory requirements, any pupil in Reception will undertake the RBA if able to access the assessment.

End of Key 1 and 2 Summative Assessment

In response to statutory requirements Pre Key standards are recorded at the end of Key Stage and 1 and 2. For those pupils not working at Pre Key stage standards the Engagement model is used.

Key Stage 4 Summative Assessment

Pupils in KS4 work towards a range of accredited courses. (See curriculum documentation). All pupils work towards highest level of accreditation that they are able to attain with staff setting aspirational targets to ensure best outcomes.

What is good progress at Bennerley Fields?

Alongside Esteem Schools, detailed research has been undertaken including information from; DFE published 'Progression Guidance' (2010), guidance published by B Squared 'Progression Steps- Guidance on Progress' (2018) and an analysis of previous progress at Bennerley Fields. This has been used to establish what good progress is for all pupils at Bennerley Fields. (See *Appendix 3- What is good Progress?*). This is used to ensure ambitious targets are set for all pupils and provide teachers a means to use data to support planning for learning to ensure pupils meet or exceed expectations.

Reporting Progress

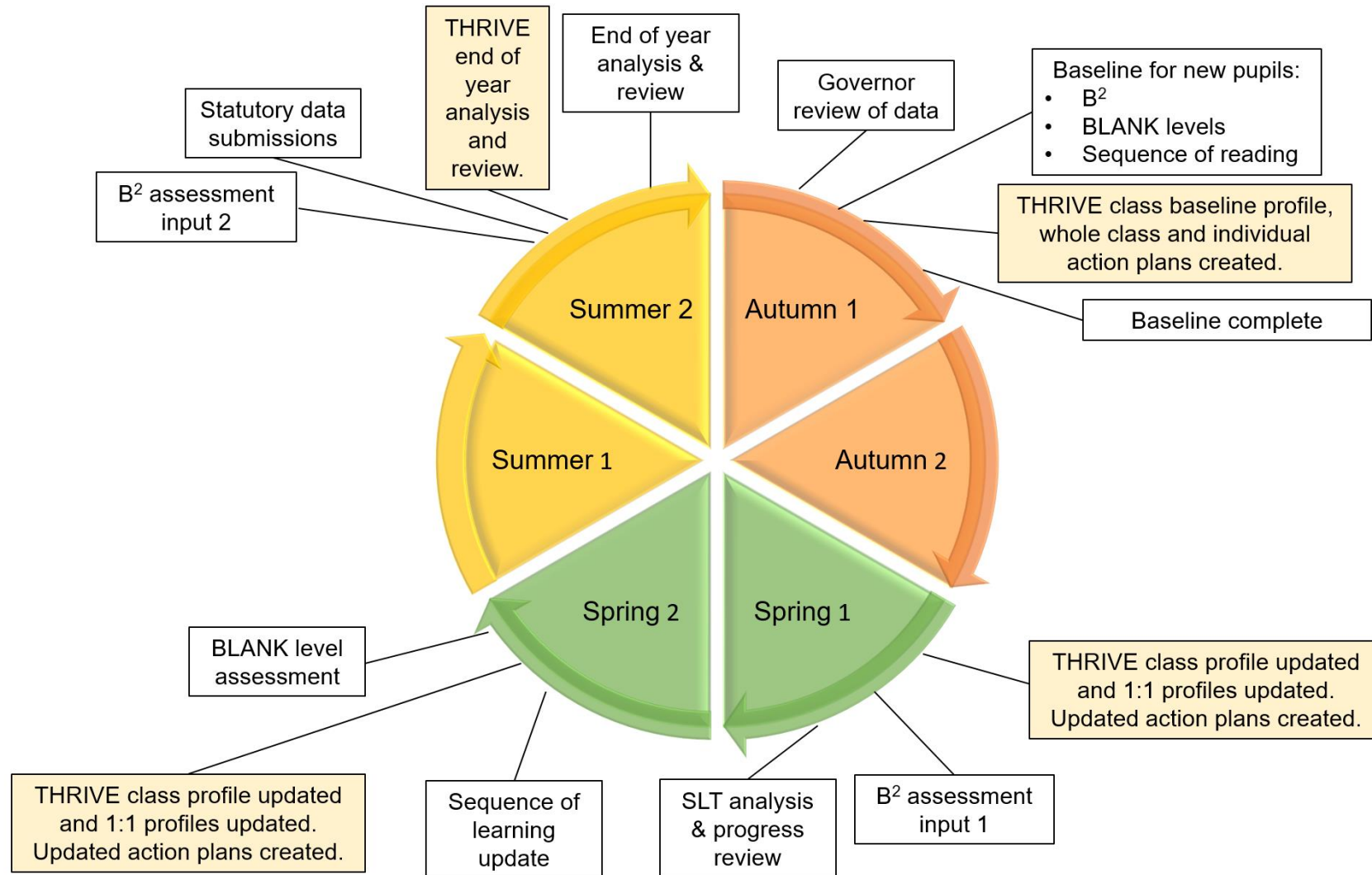
Progress is reported to parents in the form of a written report detailing the progress toward EHCP outcomes for each pupils' annual review of their EHC and annual reports at the end of the academic year.

Parents evenings take place twice a year providing opportunities for parents to discuss pupil progress with the class team.

Local Authorities are informed of individual pupil's progress through the written report detailing the progress toward EHCP outcomes as part of the annual review progress.

A detailed report to governors is provided as part of the data analysis cycle and the Governing Body is provided with regular updates on the progress of pupils.

Appendix 1- Assessment Cycle





Appendix 2: Attainment and Assessment Continuum

Lower Attainment



Higher Attainment

Engagement Steps	1	2	3	4	5	6								
Progression Steps					1	2	3	4	5	6	7	8	9	10
Pre Key Stage Standards					1	2	3	4	5	6				
Entry Level							1	2	3					
Level 1 and 2 Accreditation.										Level 1		Level 2		
Pre Entry Accreditation			Range of Pre Entry Accreditation											



Appendix 3

What is good progress?

The following values are a guide for the rates of progress that we are aiming for in relation to our pupils. The values demonstrate different rates of progress depending which progression step pupils are working within. These values are based on work completed and published by B Squared verifying how 2010/2011 Progression Guidance translates to the Progression Steps. These values have been verified with another Esteem School also using B Squared to track pupil progress.

For pupils with a range of SEND progress is very individual and will be based on individual need and a range of other variables. These values will be used to support Bennerley Fields judgements on progress at an individual level.

Starting point at the Beginning the academic year	Lower Quartile Progress	Median Quartile Progress	Upper Quartile Progress
Progression Step 1	7%	14%	29%
Progression Step 2	9%	17%	33%
Progression Step 3	10%	19%	38%
Progression Step 4	20%	38%	76%
Progression Step 5	16%	38%	76%
Progression Step 6	13%	30%	60%
Progression Step 7	13%	25%	50%
Progression Step 8	13%	25%	50%
Progression Step 9	9%	17%	33%
Progression Step 10	13%	25%	50%



Assessment and Data Policy

Version	Reviewed in School	Approved by GB/SLT/HT/IG	Ratified at LGB	Minute Number
1-Date Approved	-	-	2011	-
2	-	-	14.07.2015	22.2.3
2.1	-	-	18.06.2018	19.2
3	26.04.2021	26.04.2021	17.05.2021	13.2
4	7.10.2022	10.10.2022	NA	NA
Review Requirement:		1 Year		
Approval Level:		HT		