Planning, Assessment and Moderation Policy

Written: November 2021

Date of review: September 2024

Bardwell Lead: Matthew Selsdon (Interim Headteacher)

Signed LAB:

Signed TGT:

Introduction

This policy outlines four key aspects of our approaches to learning and assessment:

1. Planning: The systems and documents that inform and communicate plans for pupils' learning and development.
2. Assessment: The methods of recording and reporting assessments and achievements.
3. Moderation: How we ensure lesson objectives and proposed EHC Plan Outcomes are appropriate for each pupil and that the recording and reporting of assessments and achievements are accurate.
4. Measuring and reporting progress: How we communicate with parents and the school community about pupil progress.

Context

Pupil's experience at Bardwell School is characterised by fully inclusive, highly personalised learning. In 2014, we produced the first draft of The Bardwell Curriculum, a document that differentiates The National Curriculum to a level that is appropriate for pupils at Bardwell School. In 2020, we published the second edition of our curriculum, updating it to reflect our development as a school across the preceding six years.

The **Special educational needs and disability code of practice: 0 to 25 years states that** "High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people." At Bardwell School we fully support the implications of this statement. We believe that high quality teaching, that is differentiated, personalised, and delivered in an inclusive classroom where pupils have good relationships with their peers and staff can meet the needs of all children and young adults at Bardwell School.

In practice, a fully inclusive class at Bardwell sees pupils with a wide range of abilities having their contributions and achievements celebrated by their peers. Each pupil has a personalised learning objective for every sequence of lessons and teachers incorporate speech and language, movement (physiotherapy), occupational therapy and other specialist teacher (i.e., Visual Impairment) targets within lessons.

At Bardwell School we have been developing our curriculum and assessments since 2014. Our collaborative approach to this has ensured that the school community has ownership of the curriculum and that the skills and knowledge of teachers and class-based staff have improved significantly. Teachers have a solid understanding of the role of prerequisite skills as vital building blocks to future learning.

We support many of the recent recommendations made by The Rochford Review and whilst we recognise there are risks for the sector as the findings are implemented, we believe that the **Primary School Pupil Assessment** paper produced (as the government response to The Rochford Review) will enable us to further improve learning and achievement at Bardwell School.

1. Planning

Teachers produce three documents to detail and communicate planning:

1. Long-term plan (1): This document is produced in July each year and details the planned coverage of the curriculum across the school year. To produce this document, teachers review previous summative assessments to gain an overview of previous coverage and achievements. They then produce the long-term plan to reflect individual learning priorities from EHC Plan outcomes and ensure appropriate curriculum coverage for the year ahead. This is then reviewed and approved by a member of the Senior Leadership Team.
NB: The Bardwell Curriculum specifies timetable weightings (i.e., how often a subject is taught each term across the year). Teachers have a high degree of autonomy on the context of the lessons being taught, with members of the SLT supporting, moderating, and challenging the teacher judgements to ensure the best outcomes for pupils.

2. Lesson timetable (2): This details when lessons are taught each week, along with a brief description of the lesson.

3. Planning and Assessment Document (3): This document details individual learning objectives for each pupil (along with assessments throughout the term. See 'Assessment' below). The body of the Planning and Assessment Document details how the teacher has planned for learning to be achieved throughout a sequence of lessons, along with the resources required. Each pupil's learning will be differentiated for across the entire lesson.

4. Daily Plan (4): This document informs staff who they are supporting at different points in the school day. It also details important information such as personal care or medical needs. Some teachers also opt to include information from the Planning and Assessment document, such as individual learning objectives and success criteria for each pupil.

2. Assessment

Every pupil works towards at least one SMART (Specific, Measurable, Achievable, Realistic and Timed) objective over every sequence of lessons. Assessment against the objective is recorded in three places:

1) Planning and Assessment Document: As detailed above, this document identifies specific objectives for each pupil, along with information on how the objective will be worked towards. Success criteria for each learning objective is also outlined. This will inform teaching and assessment. Following every lesson, staff will detail the support each pupil received in order to achieve their objective. The following levels of support are recorded:

A = Achieved
U = Unaided
VP = Verbal Prompt
GP = Gestural Prompt
PP = Physical Prompt

Every objective has a success criteria. For example,

Learning objective: To be able to count out up to 5 objects from a larger pool of objects.

Success criteria: 3/4 = A, A x 3 across consecutive lessons = Objective achieved.

To achieve the above objective, within the lesson the pupil would have 4 attempts to count out up to 5 objects, if they were correct on 3 out of 4 attempts, they would receive an 'A' for that lesson. If the pupil achieves As on three consecutive weeks, they would be deemed to have met the learning objective.

NB – A child can receive support and still be assessed to have achieved their learning objective. Taking the above learning objective as an example, if the success criteria stated that the child could receive two verbal prompts for each attempt and the child received no more than two verbal prompts when demonstrating this skill, then we would assess this as being achieved ('A'). However, if a child needed three or more verbal prompts, this would be recorded as a verbal prompt ('VP'). Similarly, if a child required any other kind of prompting outside of what was stated in the success criteria, this would inform the assessment (if a child required physical prompting it would be recorded as 'PP', for example).

2) Summative Assessments (5): All our pupils have a Multi Me Portfolio. This contains records of summative assessments for every sequence of lessons. A summative assessment contains a written statement detailing the progress made and whether the objective was achieved and, where appropriate, the level of support required to enable a pupil to achieve their learning objective. For all learning objectives which are related to EHCP outcomes, a video of the achievement is also included to supplement the written assessment.

Important principle: We believe all pupils must have a sense of achievement and be encouraged to recognise their skills and abilities. This means that in all aspects of our approach we celebrate pupils achieving objectives, with the level of support they require being significant for us to understand their abilities. i.e., we would not say "Joe is not able to count to 5", we would say "With considerable physical and verbal support, Joe was able to count to 5".

3) Pupil Progress Reports (6)

Each term, teachers update Pupil Progress Reports. These reports detail progress against Education, Health and Care Plan outcomes, along with other key academic and social/emotional developments. The report signposts detailed assessment on Multi Me.

3. Moderation

We believe that teachers should be empowered to work with pupils, parents, and other professionals to personalise learning. We recognise this is a significant responsibility for teachers and therefore have the following support and processes in place:

a. Internal moderations

EHC Plan Outcomes: These are usually set to be achieved over an academic year. They are proposed by pupils, families and professionals (including teachers). A member of the Senior Leadership Team coordinates the contributions and facilitates the Annual Review meeting where these are discussed and drafted. The Local Authority then finalises the EHC Plan and outcomes.

Learning objectives: Lesson plans are submitted to the Senior Leader Team. They then scrutinise planning folders to review the learning objectives, ensuring the objectives are SMART and that the planning meets our agreed standards (for example, that each pupil is differentiated for throughout the whole lesson). Termly reports from Subject Leaders and Advisors share successes in subjects along with areas of focus for the teaching team.

Assessments: Each term (3 times a year), the Senior Leadership Team complete a Multi Me feedback (7) exercise. This process reviews the progress made by pupils by comparing the latest assessments with assessments from previous years (Multi Me creates a chronology of assessments through a pupil's time in the school), along with ensuring quality and accuracy of the assessment information.

b. External moderation

We believe that a highly personalised approached requires the same personalised approach to External Moderation.

We work with the Oxfordshire Special Schools Assessment and Moderation Group (OSSAM), inviting senior leaders and assessment leads to sample our assessments and measures. These professionals are asked to pass judgement on the quality of our systems and assessments, along with their professional judgement on the rate of progress reported and how this would compare in their own school.

Once a year we work with a mainstream partner school, inviting a SENCO or Assessment Lead to sample our assessments and measures. These professionals are asked to pass judgement on the quality of our systems and assessments, along with their professional judgement on the rate of progress reported and how this would compare in their own school.

The external moderation is completed twice a year with Special Schools, in January and July. It is completed once a year with mainstream schools in July.

4. Measuring and Reporting Progress (Assessment Without Levels)

The assessments we have produced that underpin The Bardwell Curriculum detail steps of progress that are considered for all pupils. It is our knowledge of the pupil's prior attainment, current skills (including Fundamental Skills) and previous rates of progress that inform the judgement as to what are appropriate learning objectives and EHC Plan Outcomes.

There are 3 factors we use to measure and report Pupil Progress:

Progress against learning objectives: Learning objectives are set based on teachers' knowledge of pupils and their priorities. Subject Leaders oversee these objectives. The % achieved informs whether progress made is in line with 'Planned Progress'.

Progress against EHC Plan Outcomes: Progress against outcomes is reviewed 3 times a year. With families, this takes place twice informally in Termly Review meetings and once in the EHC Plan Review meeting. Within school, teachers meet with their SLT Link at the beginning of each term to discuss each child's progress, before the final EHC Plan meeting at the end of the academic year. These Pupil Progress meetings enable us to celebrate successes to date and identify where pupils may require additional support to ensure that they are making at least expected progress towards their outcomes. On an annual basis progress is defined against EHC Plans in the following ways:

- Progress indicates the outcome will not be met by end of the year
- Progress indicates the outcome will be met by end of the year
- Outcome already met

At the end of the year (or by a date specified on the EHC Plan) outcomes are recorded as:

a) Met, or

b) Not met

Data based on the % of learning objectives and EHC Plan Outcomes being met enables us to determine the rate of progress a pupil has made. This is defined as:

1) Less than expected progress
2) Expected progress
3) More than expected progress

Progress detailed within Pupil Progress Report: In line with our fully inclusive approach, we have developed the Pupil Progress Report. This profile enables teachers to comment on developments against 6 learning traits: **participation, confidence, motivation, consideration, reflection and independence.** Each trait builds from a 'strand' on The Engagement Profile.

The Pupil Progress Report (6) is used in three ways (to be confirmed).

1) To share at Termly Reviews and EHC Plan review meetings, teachers use the Pupil Progress Report to share which descriptors describe the pupil when they are working at their optimum level and what this looks like on a day-to-day basis in learning scenarios in the classroom.

2) Three times a year, every child's Pupil Progress Report is updated to reflect their 'Behaviour, Social and Emotional' traits, as well as capturing their views, those of their peers, families and professionals who work with them. Each child's attainment against their learning objective and EHC Plan outcomes will also be updated to reflect current progress.

3) During our termly Pupil Progress meetings, we can adjust priorities for each child's teaching and learning, both when considering specific outcomes and broader considerations about their learning traits (see above).

Reporting

Reporting to families

Families receive detailed termly summative assessments for every learning objective on Multi Me (8). These assessments include:

- The SMART objective
- The success criteria for the learning objective
- Video of the learning objective being met (requirement for all objectives linked to outcomes)
- Description of the activity
- Text relating to the learning objective and the evidence, using clear, unambiguous language
- Next steps (proposed)

Termly Review meetings provide an opportunity for an informal review of progress against lesson objectives and EHC Plan objectives. Multi Me provides the basis for these meetings, as well as the Pupil Progress Reports.

Annual EHC Plan Reviews take place in the Summer Term, prior to class changes. These provide an end of year opportunity to share progress against EHC Plan outcomes and highlights in other learning.

Annual Report on Pupil Progress

Our Annual Report on pupil progress contains the following information: -

- Details of significant outcomes (i.e. pupils gaining employment)
- Whole School Data
- Lesson objectives met
- EHC Plan Outcome data – Data by keystage
- Lesson objectives met
- EHC Plan Outcome data
- Data by sub-groups (Pupil Premium, LAC)
- Learning objectives met

APPENDIX 1 – Long Term Plan (extract)

Bardwell School Long-term Plan – Primary School

Subject	Autumn	Spring	Summer
Communication 1			
Communication 2			
Communication 3			
Maths 1			
Maths 2			
PSHE 1			
PSHE 2			
Fundamental Skills 1			

APPENDIX 2 – Class Timetable

Day/ Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 - 9.30	Register				
9.30 - 10.30					
10.30 - 11.00	Break				
11.00 – 11.55					
11.55 - 1.05	Lunch				
1.05 -2.05					
2.05 – 2.45					
2.45 - 3.15	Choosing Time	Home			

APPENDIX 3 – Lesson Plan (extract)

Bardwell School Lesson Plan

Class	Class ??
Curriculum Reference	CURRICULUM AREA, STRAND, SUB-STRAND
Term	Spring Term 2019
Lesson	
Session	Day of Week - Session 1 (09:30-10.30)

Name	Lesson Objective	Success criteria	Progress towards learning objective							
			07/01/20 VP and GP – told and pointed to the answer	14/01/19 VP and GP – told and pointed to the answer	21/01/20 VP and GP – but got a couple in line with SC	28/01/20 A	04/02/20 A	11/02/20 A	18/02/20 A	25/02/20 No SC prompting given - Exceeded
Ricky EHCP2 2019/20	Ricky will identify long and short objects (and sign the correct MAKATON sign), from a CA2, using a range of different lengths and objects.	To receive one VP of 'this is long/short' along with the matching sign before being asked the question = A. 4xA (Across term) = Objective Met.								
		Objective Exceeded / Objective Met / Objective Not Met								
Craig EHCP4 2019/20 OT2 2019/20	Craig will be able to use both hands in co-ordination to pull a zip up on his jumper/coat.	To hold his coat steady (with PP on elbow) with one hand and pull zipper with other (VP to remind for a pincer gip) =A. 3xA (Across term) = Objective Met								
		Objective Exceeded / Objective Met / Objective Not Met								
Laurie EHCP7 2019/20	Laurie will accurately measure an item using non-metric units (multi-link cubes) and state how long the given item is, e.g. (the item) is 3 cubes long.	4/5 unaided and accurate measurements in a session = A. 5xA (Consecutive) = Objective Met.								
		Objective Exceeded / Objective Met / Objective Not Met								
	No prompting to be worded into the objective. Any prompting provided, which is not specified in the SC, should be recorded as VP, GP, PP etc. If the student achieves the objective solely with the prompting specified in the SC, then it should be recorded as A only. All planning documents should be kept in a shared access file, accessible for absence cover, observations and learning walks.	Objective Exceeded / Objective Met / Objective Not Met								
		Objective Exceeded / Objective Met / Objective Not Met								
		Objective Exceeded / Objective Met / Objective Not Met								
		Objective Exceeded / Objective Met / Objective Not Met								
		Objective Exceeded / Objective Met / Objective Not Met								

APPENDIX 4 – Daily Plan

Daily Planning Sheet

DATE					
	Staff	**Staff**	**Staff**	**Staff**	**Staff**
9.00 - 9.30am					
9.30 – 10.30					
10.30 - 11.00					
11.00 - 11.55					
Lunch					
13.05 - 14.05					
14.05 - 14.45					
14.45 - 15.15					
Home					
Resources:					

APPENDIX 5 – L.O Top Sheet (extract)

Class	Class 7
Curriculum Reference	Independence: Domestic and Home skills
Term	Spring 2021
Lesson	Helping at home
Session	Wednesday – Lesson 3

Outcomes	
EHCP	SaLT
Physio	OT
VI	HI

Name	Lesson Objective	Success criteria	Progress towards learning objective						
N EHCP7 EHCP 8	Will be able to complete at least 2 tasks in the home, independently organising himself and collecting the resources that he needs when appropriate.	2VP to identify task and/or to refer to checklist = A 2As per 1 task = A for that task 2x tasks = LO met 3+ tasks = E	6/1 -	13/1 PP to peg the clothes	20/1 PP to start each	27/1 PP to stop pouring	3/2 PP for both activity	10/2 PP	Half-term
		Objective Exceeded / Objective Met / Objective Not Met	24/2 Mainly PP – occasianll	3/3 Mix of VP and GP	10/3 Mainly VP – PP to	17/3 Mainly U except to finish off	24/3 U with occasion al VP/PP	31/3	holiday
Z EHCP8 SaLT1 SaLT 3	Will be able to complete at least 2 tasks in the home, independently organising himself and collecting the resources that he needs when appropriate.	1VP to identify task and/or to refer to checklist = A 2As per 1 task = A for that task 2x tasks = LO met 3+ tasks = E	6/1 -	13/1 PP to peg the washing	20/1 PP and VP to make the	27/1 With a VP he coud	3/2 Vp to pour and stop at	10/2 VP for drinks and PP	Half-term
		Objective Exceeded / Objective Met / Objective Not Met	24/2 Sweeping – couple of VP to	3/3 Mix of Gp and VP - but	10/3 Mainly VP – PP to	17/3 U except to finish off each	24/3 U with occasion al VP/PP	31/3	Easter holiday
A EHCP7	Will be able to complete at least 2 tasks in the home, independently organising herself and collecting the resources that she needs to resolve them.	2VP to identify task and/or to refer to checklist = A 2As per 1 task = A for that task 2x tasks = LO met 3+ tasks = E	6/1 -	13/1 sorted and folded	20/1 Very motivate	27/1 Collected enarly everythi	3/2 VP to slow her down	10/2 Vp and GP	Half-term
		Objective Exceeded / Objective Met / Objective Not Met	24/2 x	3/3 VP and GP	10/3 Mix of GP and U	17/3 Mainly U – GP and VP to	24/3 Gp and Vp to slow	31/3	Easter holiday
O EHCP7	Will be able to identify 2 different household hazards or jobs and say why they may be dangerous. He will demonstrate how to clear away at least 2 hazards/ complete 2 jobs safely.	1VP to identify task and/or to refer to checklist = A 2As per 1 task = A for that task 2x tasks = LO met 3+ tasks = E	6/1 -	13/1 VP and PP to lay	20/1 PP to hold the	27/1 When eating	3/2 Mix of vp and	10/2 Mix of VP and	Half-term
		Objective Exceeded / Objective Met / Objective Not Met	24/2 Asked for help with	3/3 U otherwis	10/3 U	17/3 U	24/3 U	31/3	Easter holiday
B SaLT1 SaLT 2	Will be able to identify 3 different household hazards or jobs and say why they may be dangerous. She will demonstrate how to clear away at least 2 hazards/ complete 2 jobs safely.	3 hazards identified across term = A 3 Us across term for 2 tasks = LO met 3+ tasks = E	6/1 -	13/1 VP and GP to	20/1 Uto fold the	27/1 Used her intiaive	3/2 U to complete	10/2 Mianly U with	Half-term
		Objective Exceeded / Objective Met / Objective Not Met	24/2 Once modelled she can	3/3 After modellin g - U	10/3 U = except for srting	17/3 U – except for landry	24/3 U for everythin g,	31/3	Easter holiday
J	Will be able to identify 3 different household hazards or jobs and say why they may be dangerous. She will demonstrate how to clear away at least 2 hazards/ complete 2 jobs safely.	3 hazards identified across term = A 3 Us across term for 2 tasks = LO met 3+ tasks = E	6/1 -	13/1 Lots of encourag ement	20/1 Lots of VP to	27/1 PP and Hand over	3/2 Pp and vp to fold clothes	10/2 PP to model	Half-term
		Objective Exceeded / Objective Met / Objective Not Met	24/2 Can fold a t-shirt –	3/3 U for t-shirt and	10/3 Mainly U	17/3 Mianly U – GP and VP for	24/3 A	31/3	Easter holiday

APPENDIX 6 – Pupil Progress Template (extract)

Pupil Progress Report, Jamie Starr
Academic Year 2021/2022

Perspectives

	Autumn	Spring	Summer (EHCP)
Pupil and peers	*This information comes from a short pupil and peers perspectives interview.*	*This information comes from a short pupil and peers perspectives interview.*	*This information comes from a short pupil and peers perspectives interview.*
Parents and carers	*This information comes from the termly review feedback form.*	*This information comes from the termly review feedback form.*	*This information comes from the EHCP feedback form.*
Professionals	*This information comes from any recent conversations you have had, or reports you have received, from the MDT team.*	*This information comes from any recent conversations you have had, or reports you have received, from the MDT team.*	*This information will come from the MDT team's EHCP reports.*
Health/other	*This information comes from health professionals in school. Information already recorded on the EHCP should to be replicated here.*	*This information comes from health professionals in school. Information already recorded on the EHCP should to be replicated here.*	*This information comes from health professionals in school. Information already recorded on the EHCP should to be replicated here.*

Behaviour, Social, and Emotional

Does the student have an ISP? When was it reviewed?	**No**	**What is noteworthy about the student's participation, confidence, motivation, consideration, reflection and independence?**
See Behaviour Review for more detailed information.		

Pupil Progress Report, Jamie Starr
Academic Year 2021/2022

Teaching and Learning - Outcomes

Total EHCP Outcomes set: X

Subject	L&C outcomes: X			Maths outcomes: X			Fundamental Skills outcomes: X			PSHE outcomes: X			Other outcomes: X			Total outcomes:		
	L&C outcomes set	L&C outcomes achieved	Cumulative total achieved	Maths outcomes set	Maths outcomes achieved	Cumulative total achieved	FS outcomes set	FS outcomes achieved	Cumulative total achieved	PSHE outcomes set	PSHE outcomes achieved	Cumulative total achieved	Other outcomes set	Other outcomes achieved	Cumulative total achieved	Outcomes set	Outcomes achieved	Cumulative total achieved
Autumn																		
Spring																		
Summer																		

APPENDIX 7 – Multi-me Assessment Feedback TEMPLATE

Aim: *To gain a detailed understanding of pupils' progress and achievement, along with the quality of summative assessments.*

Bardwell School
Multi-me Assessment Feedback

Subject focus: Science
Summer 2021

Pupil Name:

Date of Moderation:

Subject	Number of objectives set (as detailed on the Pupil Progress Assessment Sheet)	Number of objectives Met? (as detailed on the Pupil Progress Assessment Sheet)	Number of objectives where the written evidence backs up the assessment?	Number of objectives where the video evidence backs up the assessment	Number of objectives confirmed by moderation (based on the Assessment feedback below)	Number of objectives linked with outcomes
Science						

Lesson strand:
Objective 1:
Success Criteria:
Exceeded (unaided without support / with verbal support / with physical support / with gestural support)
Met (unaided without support / with verbal support / with physical support / with gestural support)
Not Met (verbal support needed / physical support needed / gestural support needed)
Confirmed Met/Not Met/Exceeded by moderation: Yes/No
Does the objective link with outcomes? (If Yes please detail Multi-me tagging details e.g. SaLT1 2020/21)

Is the objective SMART and is the assessment relevant to the objective?

Is the success criteria in place and listed within the task description section? Comment on the appropriateness of the Success criteria.

Is there evidence the learning is well pitched, based on previous achievements?

Is progression across the sequence of lessons explained?

Is the video/photo evidence appropriate (if applicable)?

Does it state whether the objective was met or not met and if so how?

Are next steps included?

Areas for development:

APPENDIX 8 – Multi-me Entry

✅ **Completed** 💬 1

Time
Who's doing it? RickyStevens
When? 01 Jun 21 - 23 Jul 21
Will be able to identify analogue o'clock and half-past times (1-12) from a C/A4, where the C/A contains o'clock and half-past times for the same hour (e.g. 1.00 and 1.30).

SC: 10/12 Unaided and accurate answers = A

4 x A (Across the term) = Objective met.

RickyStevens (09/08/2021 4:04 PM)

in this lesson series you were putting together a timetable in partnership with one of your friends, in a competition against other pairs in the class. In this game you would have to find half past and similar o'clock times within the same choice array, to assign to the timetable. You initially required verbal and gestural prompting to do this. By week 4 this had reduced to some minor verbal and gestural prompts only. In week 8 you came very close to achieving your objective. In week 9 you achieved your objective without support for the first time. Unfortunately, you did not manage to do this again and just narrowly missed meeting your learning objective as a result. You made excellent progress in this lesson series and would benefit from revisiting this learning again in the future.