

West Oaks Specialist School



Whole school assessment approach



Summary of Content

This example shows how a consistent and supported approach to assessment throughout the school has helped teachers confidence and ability to know where there pupils are and how to plan for their progress.

Needless to say it has not happened instantly, but is the result of 4 years development of this approach.

What the school says

We are an SEN Academy and we chose to submit our tracking and assessment strategy in the hope that it will support other schools in developing their own methods. We are very pleased with how they develop pupils learning.

All teachers have improved their ability to assess and monitor using a wide range of methods and are confident that they are assessing appropriately.

Lessons are well planned, objectives and learning outcomes are appropriate and the next steps of learning are clear for both pupils and staff to see and work towards.

What we do

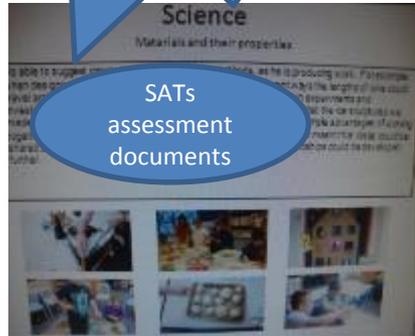


- Workbooks are scrutinised twice a year and planning six times, with SMT feedback every $\frac{1}{2}$ term.
- A moderation staff meeting for science occurs once a year.
- Pupils have a case study on arrival and after 1 year to identify progress.
- Pupils are assessed and levels collected three times a year using APP or PIVATS / P scales.
- Data is evaluated on CASPA (Comparison & Analysis of Special Pupil Attainment) – teachers are given detailed pupil feedback including specific targets.

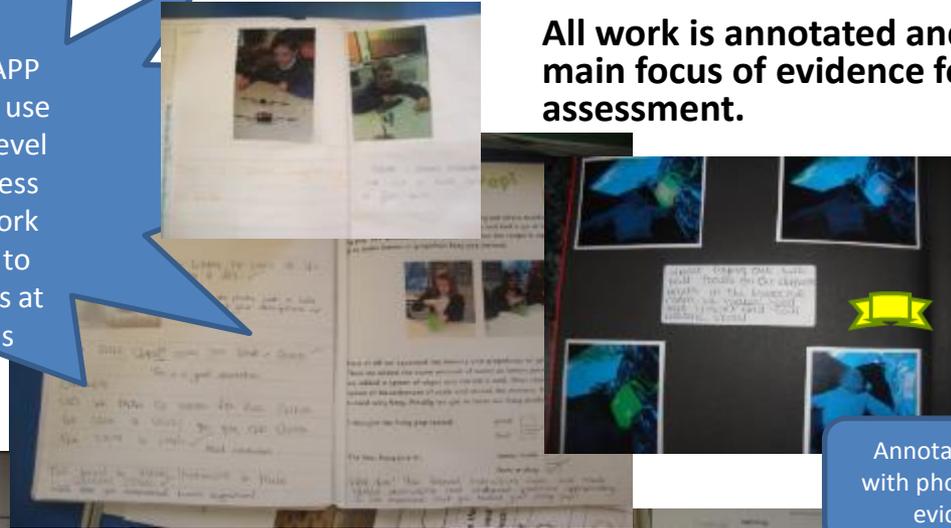
Teachers use a range of assessment approaches.

Impact – post PSQM, APP assessment – teachers use APP with pupils from level P8 and above. We assess individual pieces of work and also use the APP to make level judgements at the end of half terms

All work is annotated and photographs are a main focus of evidence for recording and assessment.



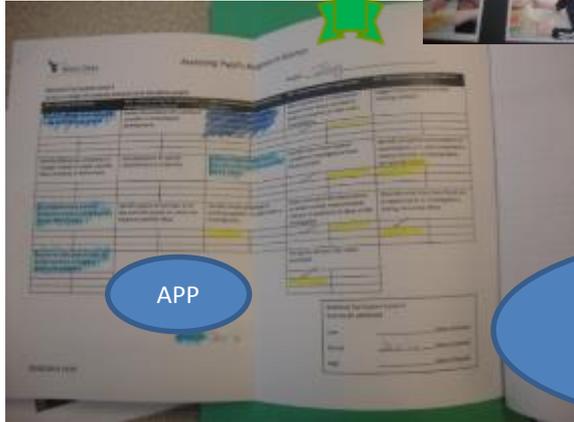
SATs assessment documents



Annotated work with photographic evidence



We use P levels for pupils at levels P1 – P8



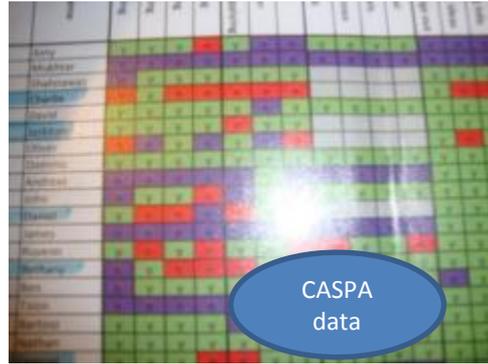
APP

We transfer this data onto CASPA which sets targets for our pupils for the coming year.



Science lesson observations – take place once a year.

Science teaching and learning is regularly monitored by the Science Leader across the school.



CASPA data

"Hurrah we can get messy."

Pupil voice quotes.

William laughed happily during a practical science session.

"I don't like writing in Science." Pre PSQM.

"We want more Science." Pre PSQM.

"Science is more fun now, we do lots of experiments." Post PSQM

APP moderation, next step progression and thought shower activities staff meeting.



Impact - Post PSQM the TLR has a sound knowledge of Science teaching and learning throughout the school, including CPD opportunities, displays, assessments, recording and planning.



Q reader display

There are entry summaries of behaviours, attitudes and approaches to learning, summaries from previous events (presented by Miss O'Neil)...

...diagnosed with Autism Spectrum Disorder in June 2010. Before attending West Oaks he was in a primary school. In March 2011 Alex behaviour and anxiety escalated to a point where he could not sit at his desk and was disruptive. Alex's anxiety levels were resulting in him not completing work and displaying aggressive behaviour. Alex became quiet aggressive towards staff and would hurt them if he didn't get his own way out of work. He would throw things at staff members if he became angry and was raising work and...

...work Alex would try to complete the work if he thought he could do it and would not do it if he thought it was too hard. When on task Alex could produce independent work but with his high anxiety levels he often needs help from an adult and would often ask adults to do his work for him. Assessments carried out by the Education Agency indicated that Alex has a strong working memory and that he can adapt new methods of learning to his environment.

...primary school Alex had difficulties in his use of oral language and his understanding of social conventions and to regulate his emotions and articulate these to others. Alex struggled to understand abstract concepts and to follow instructions.

...primary school Alex displayed social and aggressive behaviour and struggled in being flexible and needed to be in control of everything. Alex was a mainstream mainstream and was struggling to access the curriculum.

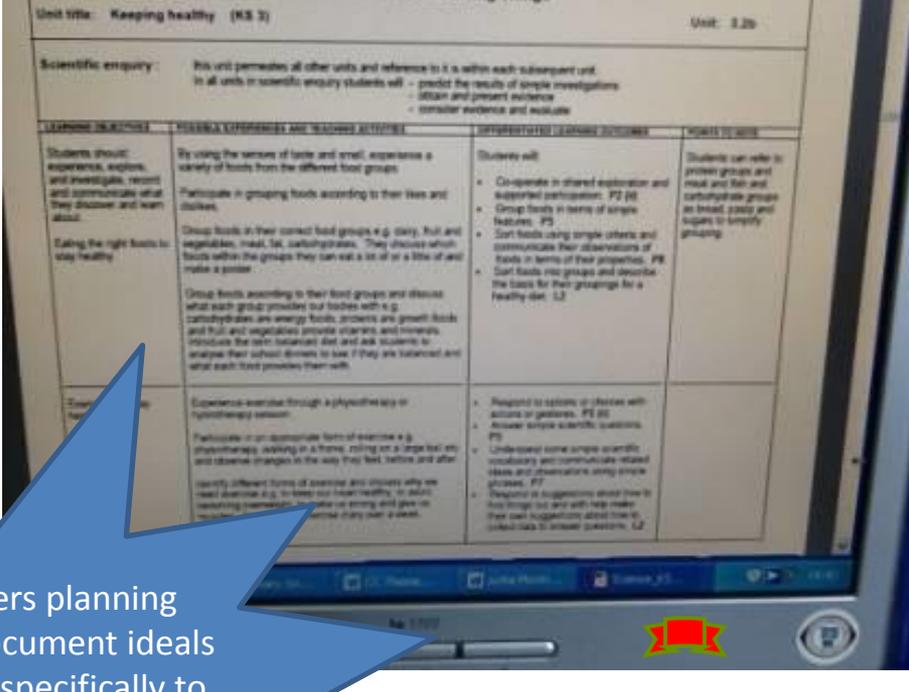
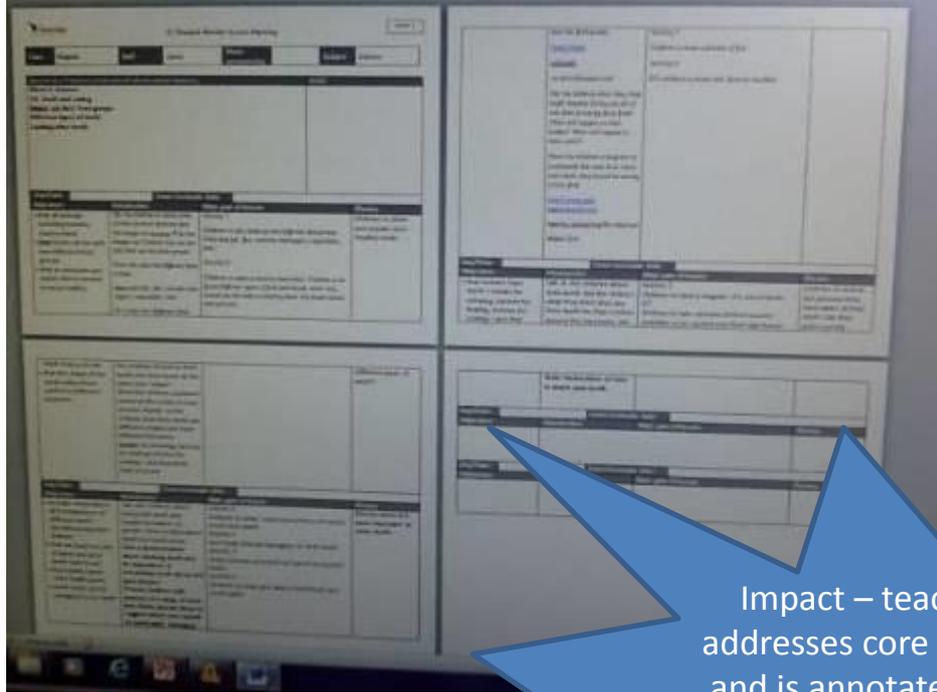
...primary school Alex had difficulties in his use of oral language and his understanding of social conventions and to regulate his emotions and articulate these to others. Alex struggled to understand abstract concepts and to follow instructions.

...primary school Alex displayed social and aggressive behaviour and struggled in being flexible and needed to be in control of everything. Alex was a mainstream mainstream and was struggling to access the curriculum.

Case study



Work scrutiny

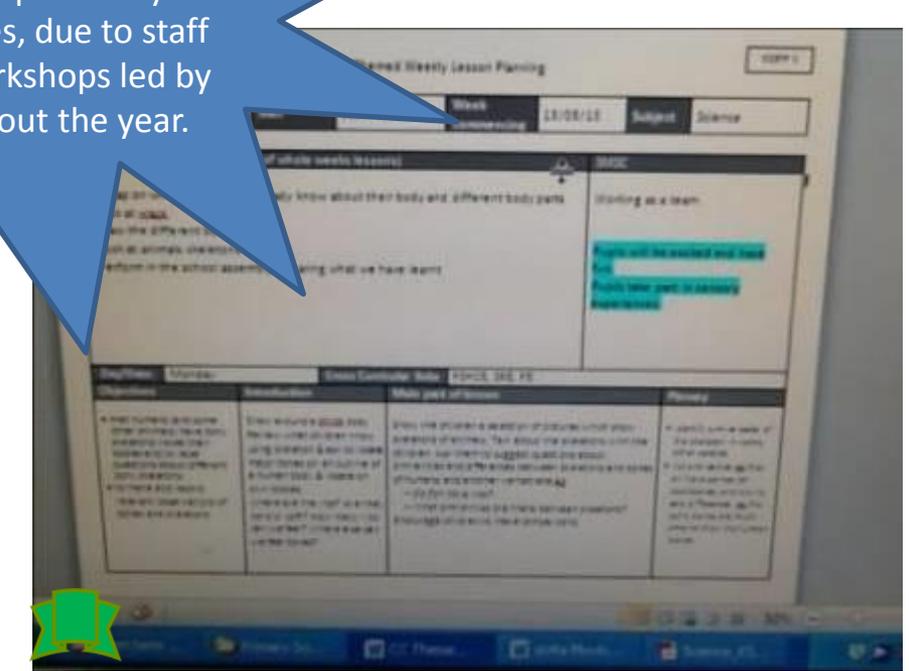


Impact – teachers planning addresses core document ideals and is annotated specifically to learning outcomes, due to staff meetings and workshops led by the TLR throughout the year.

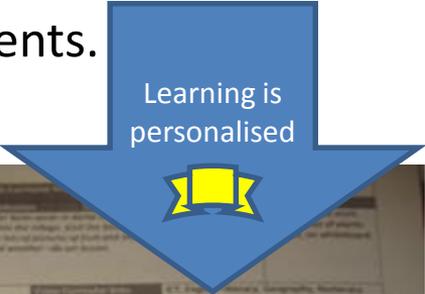
West Oaks School

Science lesson plan 1

Day/Date:	Class:	Time - session:	Staff:
January 2013	Robin		
Learning objectives (I specifically want the pupils to learn)	Learning activity/organisation (Introduction/main/plenary)		
to identify a range of common materials and that the same material is used to make different objects	<p>Introduction: Discuss with all students their learning outcomes for the session at the end of the lesson what they will have learnt. Inform them as to who they are going to be working with and what activities they are going to be learning. Discuss how today's lesson relates to prior learning. Mental starter: Making wind mills, follow instructions independently, and test out. Focus focus. 10 minutes. Main activity: Review children's knowledge of materials and their properties by presenting them with a collection of everyday materials and asking them what they know about the materials. Respond to correct Scientific vocabulary and communicate to others about Science: Talk about responses with the class, drawing out similarities and differences between materials. 15 minutes. Independent activity: Ask children to do a survey around the school of materials that have been used for particular purposes eg wood for floors, plastic for guttering, metal for door handles, plastic for electric sockets, gold for rings. Ask children to say how they know or what helped them to decide that a particular object is made of a particular material. Ask children to explain their classification of 'difficult' objects eg plastic with a wood grain. 20 minutes. Plenary: All students to come together into the circle and discuss what they have learnt and share successes and learning outcomes. Pass the parcel! Pass around a box filled with statements about materials we have learnt in the lesson. Play music, when the music stops, the pupil with the box must pick out a statement, read it and decide whether it is true or false. The statement can then be placed in a corresponding hoop – true/false or agree/disagree etc. 10 minutes.</p>		
ICT/cross curricular links:	Key vocabulary:		
Speaking and listening - through the activities pupils could: ask questions Writing - through the activities pupils could: use capital letters and full stop.	<ul style="list-style-type: none"> words describing the characteristics of materials eg strong, hard, flexible, absorbent, transparent words related to the investigation of these properties eg investigate, test, describe, explain, comparison, fair, conclude, evidence 		
Numeracy – data handling.			



We have a clear vision for science and use CPD to drive improvements.



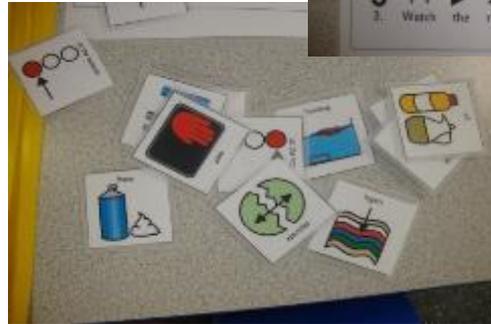
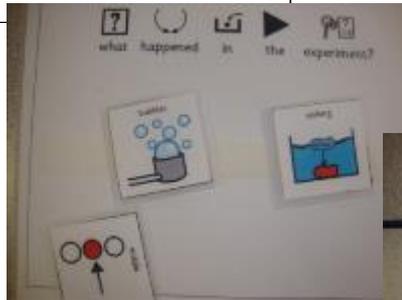
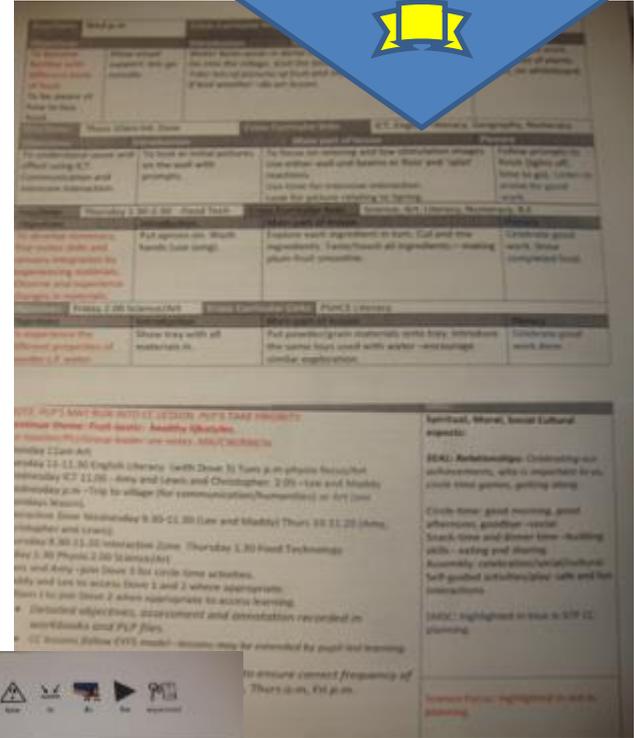
Evaluation of Science related workshops/visitors/visits.



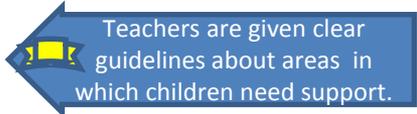
What were your learning outcomes for the experience?	Were they met?	How could this be improved?
Teacher views:		
Pupils views:		



Impact – Planning is focused on the core principles for Science ensuring teachers are clearer about their learning outcomes and pupil achievement and enjoyment is increased.



- Pupils needing further support in Science:
- Pupil 1 – living processes and materials.
 - Pupil 2 – Enquiry.
 - Pupil 3 – Physical.
 - Pupil 4 – all areas.
 - Pupil 5 – Enquiry, Living processes & materials.
 - Pupil 6 – all areas.



The impact for our school was

- All teachers feel confident to assess accurately and appropriately using a wide variety of methods.
- Teachers are planning high quality, engaging science lessons that help pupils to make real progress.
- Teachers are enjoying the assessment process!



West Oaks

SEN Specialist School and College

Science Subject Leaders Comments

We have worked hard to make our assessments relevant, useful and reliable and we can now be confident that they are working.

I would like to see more classes using iPads for assessment and for more sharing during lessons to take place, within and between classes.

What we will do next

Our next steps are to continue to develop methods of assessment which take place during lesson time, ensuring they are formative and relevant used for the pupil's further development.

We will be assessing the value of the new QCA assessment scheme in light of the science curriculum 2014.