



Progress School Assessment, Recording and Reporting Policy

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ASSESSMENT POLICY

Introduction

Assessment is a fundamental process which informs the teaching and learning cycle. It is part of a process which starts with planning, continues through delivery, assessment and evaluation and results in continuous record keeping and informs an annual report to parents. Assessment also enables us to plan provision, set high expectations for achievement and to facilitate securing good progress judgements to ensure each student achieves their highest potential.

At the heart of effective learning and teaching is an informed understanding of the student. Knowledge and understanding of students' well-being, preferred learning style, levels of attainment and rate of progress are integral to identifying the most effective ways to secure positive outcomes for students.

We feel it is vitally important that relevant records and evidence of achievement are kept and used as an aid to progression and continuity throughout the pupil's school career. The information from these records will be used for the annual report to parents and local authorities.

The whole teaching staff is responsible for implementing this document and putting it into practice.

What is Assessment?

"Assessment is the judgement teachers make about a child's attainment, based on knowledge gained through techniques such as observation, questioning, marking and testing." - OFSTED.

The assessment process should result in the accumulation of evidence of various types. Assessment can be:-

FORMATIVE - so that the positive achievements of a student may be recognised and discussed and the appropriate next step planned and targets set.

DIAGNOSTIC - so that learning difficulties may be gauged and extra help or guidance targeted.

IPSATIVE - measuring a child's progress against its own previous attainment.

SUMMATIVE - the recording of overall achievement of a student in a systematic way against identified criteria.

The evidence gained from the assessment should enable:-

- (a) Students to gauge their progress to help them improve their performance.
- (b) Teachers to consider how far learning objectives have been met.

- (c) Teachers to diagnose strengths and areas for development in students.
- (d) Teachers to adjust their teaching approaches accordingly and differentiate work by input as well as by outcomes.

Impact of autism

All students at Progress School have a diagnosis of autism which affects the way they interact with the world. Our students are individuals with different abilities, strengths, and interests but they share a common set of impairments in their sensory processing, social understanding and interactions, communication and their ability to think flexibly and solve problems.

In addition to their autism, all students at Progress School have a severe learning disability and challenging behaviours and many have co-morbid conditions including ADHD, epilepsy and mental health conditions.

We recognise the need for all students to grow and progress in all areas of their development and as such we assess progress made in all aspects of it using Pen Portraits of Progress.

When assessing and giving a graded judgement about an autistic child's attainment it is important to consider their ability to generalise the knowledge, skill or understanding in different contexts. Our community curriculum helps children to generalise learning and gives opportunities for staff to assess skills in different contexts.

Role of the leadership team in developing Assessment

- To establish /ensure assessment as part of the school's approach to curriculum planning.
- To promote consistency of approach to assessment and recording throughout the school.
- To help achieve consistent standards throughout the school.
- To co-ordinate the development of individual portfolios.
- To organise assessment resources and make accessible.
- To consider the most effective methods of end of Key Stage testing.
- To arrange appropriate staff training.
- To monitor new publications and initiatives.
- To attend relevant courses on assessment.
- To ensure that assessment is embedded into planning.
- To regularly review and develop the policy and assessment arrangements throughout the school.

Principles of Assessment

Assessment should -

Play an inherent part in the process of curriculum planning by informing long, medium and short term plans.

Facilitate differentiation by identifying;

- (a) individual strengths and areas for development,
- (b) what students can attempt, do, know and understand within their actual and proximal development
- (c) subsequent future learning targets.

Involve students, where appropriate, in the process of reflection, review and forward planning.

Place achievement in context by measuring individual progress against agreed learning objectives.

Be supported by evidence.

Statutory Assessment Requirements

Formal assessments are an on-going process at Progress School. Children are summatively assessed on a termly basis and this provides the statutory data for Annual EHCP reviews and end of Key Stage assessments.

Curriculum Planning

At Progress School we have developed a long term planning structure which ensure that all the Programmes of Study in the National Curriculum are covered during the children's time in school. They form part of a rolling programme which ensures that unplanned repetition does not take place.

Teachers plan in the Medium Term on a termly basis and in the Short Term on a weekly basis. The academic curriculum for each child is planned by the nominated teacher and individual assessment informs individual planning.

Each child also has an Individual Learning Plan which sets targets for a wider curriculum each term. Annual targets based on the long term EHCP objectives are agreed in the annual education review.

Students learning at a pre-subject specific level (pre P4) engage in activities to develop through the seven stages of cognitive development – responsiveness, curiosity, discovery, anticipation, persistence, initiation, investigation.

Portfolios and evidence

Each child has an individual evidence trail based on their preference and understanding this can be evidenced in work books, diaries, logs or wall displays of progress with a range of written, video and photographic evidence.

Assessment Tracking

At Progress School a range of approaches, techniques and instruments for gathering information about students are employed. Students' academic progress in National Curriculum subjects is measured using 'B Squared' and learning

ladders. B Squared is a commercial assessment tool which is used both as a formative and summative assessment tool to guide next steps and to track progress term by term using percentage increases.

Learning ladders are a series of statements which break down the National Curriculum (2014) statements from P1 to the end of KS2 age related expectations. Learning Ladders were developed with other settings to provide small steps of formative and summative assessment.

Reviews

All children at Progress School currently have an EHCP which is reviewed annually with parents and Local authority representatives.

Effective marking

All students at Progress School have learning disability and in some this is severe. 'Marking' should be a supportive process which supports teachers' teaching and learners' learning. As such, formal 'marking' of students learning is not appropriate and in these students an acknowledgement of 'a job well done' or reward for positive engagement is more appropriate. However, the marking/assessment should still inform teachers' planning.

Marking covers a broad spectrum of responses to students' work and operates on different levels to match the wide ranging abilities of students at Progress School. It could be:

- (a) Verbal
- (b) Written, indicating strengths and weaknesses
- (c) Part-written and part-verbal
- (d) Photographic evidence in slide shows, photo diaries or wall displays including annotations

Marking/assessment in our school will be effective if:

- ◆ We are clear in our minds about what our learning objectives and expected outcomes are.
- ◆ We ensure that marking/annotation is always in line with the focus, e.g. if our focus is handwriting then spelling may not need to be marked or may be marked with less emphasis.
- ◆ We occasionally show examples of work to show the standard of achievement required from the students.
- ◆ Our written and verbal feedback should focus on the main learning objectives.
- ◆ Specific weaknesses and areas for development are identified.
- ◆ We check with the students that they understand exactly how they can improve on their last piece of work, i.e. finger spaces, capital letters etc. We as teachers often use language that students do not understand - what is a capital letter, finger space, why are they important.
- ◆ The language that we use in marking is clear and consistent and the students understand what is meant.
- ◆ Work should be marked consistently and regularly.
- ◆ Marking will consist of a positive comment and a question to further learning (these should be differentiated to the pupil). It is inappropriate and demoralising to cover a child's work in pen and to correct every error.

Feedback

The relationship of the teacher with the student and the level of trust that exists between them is a vital factor in determining the effectiveness of the feedback.

A range of marking and feedback may be used to motivate and enhance self esteem and acknowledgements and rewards should be used as appropriate.

Where appropriate teachers should always try to mark work or give feedback in the presence of the student for this is when marking is most effective as a teaching tool.

Teachers should always try to deliver feedback in the most appropriate way for the child, this may include photographic evidence, written or verbal feedback.

Record Keeping and Assessment

Each child has a central file which includes the following assessment documents:-

1. A copy of the EHCP and Annual Review reports for the duration of their placement
2. Records of any formal test results or assessment awards
3. Copies of SAT test/task results (if applicable), including levels achieved at end of each Key Stage.
4. B2 tracking document updated each term
5. Pen portrait of progress updated termly

Teachers should:-

Keep notes of individual progress - especially non-written work.

Keep on-going records through Key Stage to support summative end of Key Stage judgements.

Keep small samples of work for each child to demonstrate progress and attainment and to inform parental consultation.

Samples should include best work and progress in core subjects.

Reporting to Parents

The statutory requirement currently is for one written report to parents on their child's progress per year. At Progress School this is done through the Annual Review process. The information reported must include:-

- The student's progress in core National Curriculum subjects studied,
- The student's progress in all other subjects and activities,
- The student's general progress and attendance record,
- The student's public examination results, qualifications achieved including vocational qualifications and/or credits towards any qualifications gained.
- The progress made towards the objectives as set out in the EHCP.

When a student moves between schools a report to the student's new school containing a required minimum of information, including National Curriculum assessment results and teacher's latest assessment of students' progress, should be sent.

In 'Reporting to Parents' schools are encouraged to ensure that reports:

- Set out what children have learned not what they have been taught
- Are written with the reader in mind, succinctly and without jargon
- Summarise the children's performance since the last report
- Highlight positive achievement and progress made
- Identify weaknesses and suggest positive future action
- Are written with an eye to motivating the child for the coming year.