



## THE REDWAY SCHOOL

<b>Name of Policy:</b>	<b>Assessment, Recording and Reporting</b>
<b>Name of Person Responsible:</b>	<b>Mike Russell – Assistant Head Teacher</b>
<b>Last Reviewed:</b>	<b>February 2018</b>
<b>Next Review Date:</b>	<b>February 2019</b>

### **Introduction to the Policy**

The Redway School provides education and care for pupils between the ages of 2 and 19 years who have profound and complex needs, severe learning difficulties and autism. Many pupils also have significant medical needs, with possibly a diagnosis of epilepsy and / or degenerative conditions.

### **Rationale**

Assessment for learning refers to all the activities undertaken by teachers, STA's and pupils that provide information that can be used to modify the teaching and learning activities in which they are involved.

Assessment for learning is a process, which provides information on individual pupil experience, and achievement identifies what the pupil knows, understands and can do.

Assessment is the key to the promotion of our pupil's learning. The different aspects of planning, teaching assessment and record keeping strategies when looked at as a whole, form a complete 'jigsaw', which fits together to create an environment where quality teaching and learning takes place. Such an environment is where pupils and teachers work together and aim for high achievement.

Recording is the selection and retention of significant and relevant information on the pupils' experiences and achievements, including what the pupil, knows, can do and informs planning.

Reporting is the communication of significant and relevant information on the individual pupils' experiences and achievements.

### **The Principles of Assessment, Recording and Reporting**

- Assessment is both formative qualitative and summative.
- Planning is led by learning intentions not activities
- Assessment is not one thing it involves a whole range of activities and strategies.
- Assessment involves both pupils and their parents.
- Assessment takes account of the unexpected as well as the intended learning.

- Assessment included achievement of areas not normally assessed such as Life Skills.
- The individual needs of our pupils are paramount.

### **Aims**

- To provide up to date information about the attainment of individuals and groups of students.
- To establish what pupils can do, know and understand.
- To provide a record of pupil progress, consolidation of learning.
- To assess the readiness of pupils for future learning – to inform planning.
- To identify patterns over time (useful when pupils learn in very small steps.)
- As a basis from which to set targets for improvement.
- To promote rigour and pace.
- To give an insight into the curriculum received by the pupils.
- To enable the school to review the effectiveness of the curriculum and models of delivery.
- To assess the progress of specific groups of pupils, e.g. such as pupils from a range of different gender groups, ethnic groups etc.
- To assess the need for additional, specialist support.
- To help motivate pupils and staff.
- To encourage pupil motivation and self-esteem.
- To provide information to discuss with parents.
- To provide information for other teachers.
- To satisfy statutory requirements.

### **Assessment, Recording and Reporting should:**

- Value all pupils equally and free of bias
- Recognise and give credit for pupil achievements in and outside school.
- Involve pupils in self-assessment where appropriate.
- Form an integral part of learning and teaching.
- Use a variety of approaches to assessment.
- Provide valid and reliable evidence of achievement.
- Measure and monitor performance against agreed criteria.
- Identify positive achievements.
- Provide opportunities for contributions from all involved in pupils learning.

### **For whom are we assessing?**

- The class teacher, all teachers and STA's within the school.
- Curriculum Coordinators.
- Pupils.
- Parents / Carers
- The Leadership Team.
- Governors.
- External bodies e.g. LA, Ofsted

### **Why do we assess?**

Assessment is not testing pupils; rather it is a multifaceted process by which we establish a pupil's present level of functioning. It allows for progression and regression as this is a working reality of working with children with degenerative conditions and children with profound and multiple learning difficulties.

Assessment is a means of enabling future planning in order to meet individual needs.

Assessment provides evidence of achievement and enables the school to report to parents, Governors, the LA and other professionals.

**Every child achieves no matter how small the steps, therefore every child deserves and is entitled to a celebration of their achievement.**

### **What do we assess?**

We assess the pupils' experiences and achievements in all aspects of their learning within the whole curriculum.

### **How do we assess?**

Assessment should be set in the context of planning, implementation, recording and reporting, when in this cycle it is seen to be informative and directly related to the learning and teaching, which occurs within the classroom.

Contents of lessons and methods used should be continually assessed and evaluated by close observation of pupils' responses and recorded on the records sheets at the back of lesson plans, which are easy to follow, by everyone.

The app, Evidence for Learning, is used to record photographs and video to assess the pupils against the Redway Curriculum. This evidence can also be shared with parents which they can then add comments to. Parents are also able to upload their own photographs and video to share the children's achievements at home.

Assessment can be summative or formative.

### **Summative Assessment**

This is used as a baseline from which to measure progress, to highlight strengths and weaknesses to assist planning and to monitor the effectiveness of teaching. This is used in conjunction with the Redway Curriculum to help children grow in their achievements rather than limit them in a linear way.

It is also used for measuring and comparing, to inform planning and to inform target setting, both individual, class and whole school.

Summative assessment is also used to provide information at transition times e.g. moving from one Key Stage to another or to another school.

### **Models of Assessment Used**

- Pupil work evidence App "Evidence for Learning"

- Parents views from sharing evidence on 'Evidence for Learning'.
- National Statutory tests for those pupils working at an appropriate level. However it is quite likely that all the of the pupils at The Redway School would be unable to undertake these tests because generally they work at a level lower than their appropriate Key Stages. If it is felt appropriate for a pupil to undertake these tasks or tests then they will do so.
- Use of the QCA Target setting guidance with specially differentiated criteria (P levels.)
- B Squared
- Routes for Learning
- Foundation Stage Profiles.
- Baseline Assessment
- Teacher Assessment
- Pupil work evidence files
- Nationally recognised vocabulary when observing, assessing and recording P levels – especially for those pupils at the lower end of the P scales.

### **Formative Assessment**

This is the day to day, ongoing assessment which is based on how well our pupils fulfil the learning intentions, providing feedback and wherever possible involving pupils in improving their own learning.

### **How planning links with formative assessment**

Effective planning provides and essential framework within which to facilitate learning and therefore provides a basis on which to assess progress.

- Long term – show coverage and progression, it provides an overview of the curriculum for each year group an each pupil. It helps to provide learning aims.
- Medium term – include the learning intentions. Having taught the scheme the teacher
- Reviews it considering how far the pupils have fulfilled the learning intentions.
- A copy of the medium term plan can be annotated showing where adjustments need to be made next time round.
- Assessment is then informing planning.
- Short term – this is a working tool. It includes a breakdown of the learning intentions, including differentiation. These are annotated to show where pupils need further reinforcement, who needs extending further. These observations feed directly into the planning for the next lesson. They are formal assessment judgements and form a continuous assessment record against the planned learning intentions.

### **Suggested criteria for making judgements:**

- Changes in demeanour – pupils look bright eyed and interested, not half hearted.
- Extension of concept – if they understand something they may take it a step

- further by themselves.
- Use learnt processes in a different context – pupils who understand an idea may start to see the same patterns elsewhere and transfer concepts and skills.
- Use shortcuts – once sure of the 'big picture' they can shortcut a procedure.
- Are able to explain what they have learnt.
- Can focus attention on a task for longer.

## **Celebrating achievement**

This is celebrated in a number of ways:

- Saying, signing well done in an animated way – but stating what the pupil has done e.g. 'Well done! Good looking!'
- Acknowledging achievements in the whole school, year group, primary and senior assemblies. (certificates, medals, star of the week etc)
- Displaying work and other evidence of achievement around the school.
- Sharing achievements with the local and wider community – through local newspaper, at local events, via the website etc.
- Gaining recognition for our pupils by entering competitions and applying for various local and national awards.
- Sharing our achievements with other schools both locally, nationally and if possibly internationally.
- Inviting visitors to see the achievements of pupils and staff.
- Encouraging staff to take part in initiatives.
- Via the home / school books and the weekly photograph.
- Articles in the Friday Letter
- End of half term class newsletters
- Writing letters home.
- Annual Review Meetings / EHC Meetings
- Through the Annual End of Year Report.
- Sharing evidence and report created through 'Evidence for Learning' with parents

## **Recording Achievement**

The recording and celebrating of achievement is a key area. It has a direct impact on raising our pupils self-esteem and on raising achievement. We acknowledge and celebrate success in all aspects of school life. Achievement is defined as something the pupil, teacher, or STA is proud of or regards as significant in all areas of the whole curriculum.

### **Why do we record?**

Records are kept to:

- To assess a starting point.
- Be a record of what's gone before – experienced, encountered, covered, working on, in progress, achieved.
- Serve and help teachers and parents track pupil progress.
- Enable teachers to focus on the attainments of individual pupils.
- Acknowledge achievements, increase motivation and self-esteem.
- Arise from the routine process of teaching, learning, assessing.
- Ensure breadth, balance and relevance.

- Be a way by which continuity and progression in the curriculum can be shown.
- Be manageable, precise, and accurate (when moderated.)

### **What do we record?**

We record reactions, progression, any significant developments and findings in a pupils learning. This applies to the whole curriculum.

### **How do we record?**

We record in a variety of ways, which are easily accessible, manageable, understood, consistent and useful.

They include:

- B squared
- Pupil work evidence files
- Evidence App including photographs and videos.

Wherever possible pupils are included in their own record keeping and in the choice of materials to be included.

### **Reporting to Parents**

#### **Why do we report?**

We report on pupils' progress:

- In order to satisfy statutory requirements
- To summarise and celebrate pupils achievements and experiences over a period of time
- To describe completed work and experiences and the context / processes by which it was done
- To highlight strengths and particular achievements
- To identify any particular weaknesses
- To inform future planning, learning and teaching.
- To gain insight from parents through the Evidence App as their comments can be very useful.

#### **How do we report?**

#### **Written Reports**

##### **1. Annual Review Reports / EHCP Review Reports**

We are legally required to report to parents on the progress made towards meeting the objectives of a pupil's statement of special educational needs each year. This report is separate from the report on academic achievement. It is accompanied by a PowerPoint presentation of photographs of activities in which the pupil has been engaged whilst at school.

**The Annual Review Report /EHCP documentation and PowerPoint presentation is the responsibility of the class teacher.**

##### **2. End of Year Reports – Educational Reports plus DVD's**

The pupil's end of year educational report is sent to parents in the Summer Term  
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and is used to discuss the educational experiences and achievements of the pupils. This also includes a pastoral summary by the class teacher and a comment from the Headteacher.

The end of year educational report is accompanied by a DVD for parents / carers of photographs of the pupil in school over the academic year.

### **3. Additional Reports**

Parents may request a re-assessment at any time, if so the report is produced by the class teacher. Re-assessment is based on B-Squared data and judgements from the Evidence App.

The LA may request an updated report as a result of a pupil attending The Redway School on an assessment placement or as part of the EHCP process.

### **4. SATS**

We have a statutory responsibility to report the results of end of Key Stage assessments to the relevant parents and to the LA / QCA.

### **5. Informal Reporting**

The class teacher / STA staff may write in the home school diaries or a letter describing a particular achievement or email a parent / carer.

### **6. Meetings**

The following meetings are scheduled every year:

- Annual Review or EHCP Meetings currently held during the school day
- 2 Parent/ Carer EHCP Consultation Meetings during the school year to reassess the short term targets
- Any other meetings deemed necessary to parents / carers, the LA or the school.

If the school has any concerns about a child, staff are encouraged to invite the parents / carers in for a meeting. The Leadership Team must be informed and a member may like to attend.

## **Monitoring, Evaluation and Review**

The success of assessment, recording and reporting in the school is evaluated in a number of ways:

- Through whole school, departmental and subject self-evaluation focussing on pupil achievement.
- By monitoring the self esteem of pupils and staff.
- By ensuring that the systems in place are working effectively.
- By discussion with pupils, parents, staff and other interested parties in the progress made within our school.
- By measuring achievement – quantitatively and qualitatively.
- Through the target setting process – individual, group and whole school.
- By moderating evidence and judgements from the Evidence App in teacher focus groups.