



Community Special School

Learning Together for Personal Success

Assessment, Recording and Reporting Policy

This policy should be read in conjunction with the following documents:

- Assessment and Attainment Continuum (**Appendix 1**)
- Assessment Cycle (**Appendix 2**)
- Individual Learning Plan template (**Appendix 3**)
- Pupil Intervention Plan (**Appendix 4**)
- EYFS Foundation Curriculum (www.alfretonpark.derbyshire.sch.uk)
- PMLD Pre-Formal Curriculum (www.alfretonpark.derbyshire.sch.uk)
- KS1 to KS4 Semi-Formal Curriculum (www.alfretonpark.derbyshire.sch.uk)
- Adult Curriculum (www.alfretonpark.derbyshire.sch.uk)

Introduction and Rationale

Assessment is an integral part of our curriculum planning and is inseparable from the teaching and learning process. It has a major role to play in increasing levels of achievement within the school.

The purpose of this policy is to draw together the many aspects of good practice from both within and from outside of school in a coherent and practical framework. This will enable all assessment activities to have a direct impact on the tracking progress, planning for improvement and raising attainment.

Guiding Principles

The principles guiding our approach to assessment, recording and reporting are:

- Assessment is an integral part of curriculum planning and inseparable from the teaching and learning process;
- Assessment has a major role to play in increasing levels of achievement and attainment within the school;
- Effective assessment should provide information that helps improve teaching and learning;
- Regular pupil feedback is essential so to understanding what they have achieved and what they can do better;
- Effective use of assessment enables teachers to identify the needs of each child and plan accordingly;
- Assessment, recording and reporting provides a method of monitoring and developing the curriculum, helping staff evaluate their delivery of the curriculum and evaluate the success of teaching;
- Meaningful communication between school and home, that provides them with information about their child's achievements and progress, enables home and school to work collaboratively for the benefit of the child;
- Collaboration between school, home and allied professionals and engagement in the assessment, recording and reporting process is essential to ensure that pupils' next steps to learning in the widest context are identified.

Assessment

There are a number of definitions of assessment:

"...is a process which provides information on the experience and achievement of the individual pupil, identifies what the pupil knows, understands and can do, and provides information to guide future learning".

TGAT Report, (1988)

'...the term 'assessment' refers to all those activities undertaken by teachers and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.'

Black and Wiliam (1998)

'...assessment should provide the basis of informed teaching, helping pupils to overcome their difficulties and ensuring that teaching builds on what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.'

Ofsted (2003)

At Alfreton Park we believe that the key purpose of assessment is ultimately to improve a pupil's learning. Broadly, assessment has two main purposes (Assessment Reform Group, 2002):

Assessment for Learning <i>also known as Formative Assessment</i>	Assessment of Learning <i>also known as Summative Assessment</i>
This is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.	This is any assessment that summarises where learners are at a given point in time - it provides a snapshot of what has been learned (in terms of both attainment and achievement).
Built into the learning process	Comes at the end of a period of learning
Develops knowledge, skills and understanding	Assesses knowledge and understanding at a given point in time
on-going and dynamic (feedback can be given both to the pupil and the teacher)	static and one-way (usually the teacher or examiner judges the pupil)
Follows the flow of spontaneous dialogue and interaction, where one action builds on (is contingent upon) an earlier one.	Follows a set of pre-defined questions

Our approach to assessment is multi-faceted such is the complexity of our pupils' progress but the processes identified above are essential regardless of a pupils' educational phase or specific needs. These strategies are used to assess the following:

- **Objectives and Outcomes:** All lessons are planned with clear learning objectives and differentiated learning outcomes. Staff evaluate pupils' progress in relation to these and use this information to inform their future planning.
- **Individual Learning Plans:** Pupils have an agreed Individual Learning Plan (**Appendix 3**) that is compiled in collaboration with pupils, parents and teachers, as well as other allied professionals where appropriate. This is a fluid plan that changes as the needs of the pupils change. It is reviewed and amended on at least 3 occasions every year.
- **Linear Progress:** Pupils' linear progress is assessed using the *B-Squared* assessment tool which enables us to record and assess pupils' small steps in relation to the curriculum appropriate to their educational phase:

Curriculum:	EYFS Curriculum	National Curriculum	Adult Curriculum
B Squared Assessment:	Age / Stage Bands	'P' Levels	'M' Levels

- **Lateral Progress:** We aspire to meet the great challenge of 'quantifying the unquantifiable' in relation to the progress. Pupils' linear progress is assessed in relation to the generalization of knowledge, skills and understanding. In particular we use the '*Quest for Learning*' assessment tool, which we have adapted to meet our specific requirements, to monitor PMLD pupils' lateral progress.
- **Annual Targets:** All pupils are set annual targets in key subjects, which are analysed on a termly basis to determine whether pupils are making below expected progress, expected progress or above expected progress. Intervention plans are written following Progress Review Meetings so that those pupils that are causing concern can be supported appropriately;
- **Early Learning Goals:** The expected levels that pupils should reach at age 5, usually the end of the reception year, are called the Early Learning Goals (ELGs);
- **National Progression:** The progress of all pupils in Key Stage 1, 2, 3 and 4 is assessed in relation to National Progression when they complete each Key Stage. This enables us to evaluate the progress of pupils and make comparisons against national benchmarks;
- **Accreditation and Qualifications:** The progress of sixth form pupils is assessed in relation to functional literacy and numeracy, ILP targets and the achievement of nationally recognized qualification and accreditations.

Recording

The fundamental purpose of our recording process is to provide information on each child's achievements, skills, abilities and progress throughout the curriculum. We record relevant information in relation to each of the areas identified above.

Baseline Data: When a pupil is admitted to school they undertake a 6 week baseline period. The specific nature of this will vary depending upon the educational phase. This affords staff sufficient time within which to conduct assessments and ensure that long term they can plan and prepare for each pupil appropriately. This may include structured, formal diagnostic assessments as well as informal observations of pupils. This data is recorded in the B-Squared assessment tool. In addition, there is a 6 week baseline period at the start of every academic year during which class staff familiarise themselves with the data and discuss their new pupils with previous class staff. This also enables class staff to plan and prepare appropriately for each pupil. If pupils have made significant improvements since the last academic year then this too is recorded in the B-Squared assessment tool.

Assessment Data Deadlines: There are 4 assessment data deadlines throughout the year in which pupils' progress data is recorded formally. Data is checked and recorded as necessary at the end of a 6 week baseline period at the start of each academic year and at the end of each term thereafter. Data is inputted into the B-Squared assessment tool or into our own Quest for Learning assessment tool as appropriate.

Individual Learning Plans: Each class is responsible for ensuring that an appropriate system is adopted to capture and record relevant data associated with pupils' specific ILP targets. ILPs are a fluid document but progress is formally recorded 3 times per year, broadly in line with half terms.

Annual Targets: Captured data is used to assess pupils' progress in relation to their annual targets. Progress is analysed to identify if pupils have made below expected progress, expected progress or above expected progress over the term. This data is discussed with class teachers at a Pupil Progress Meeting.

Pupil Intervention Plan: Where pupils appear to be making below expected progress at the Pupil Progress Meeting, the discussion focuses on contributory factors for this underperformance. An action plan is written to support the pupil's future progress.

Reporting

There are a variety of ways in that we keep stakeholders informed of pupils' progress in school, which includes:

- The Governing Body is provided with regular updates on the progress of pupils through the Teaching and Learning Committee;
- A written report focussed on progress towards statement objectives is provided to parents as part of the Annual Review process;
- Parents evenings take place twice per year, which provides parents and carers the opportunity to discuss their child's progress with class staff;
- The home-school diaries provide a way to maintain regular communication with parents and carers and provides an opportunity to both celebrate achievements or ask questions;
- Annual reports are sent home towards the end of every academic year in line with statutory requirements;
- Individual Learning Plans are sent home after collaboration with parents/carers and the pupils;
- Parents and carers are regularly invited to workshops that often provide a forum to report on progress;
- We have a statutory obligation to report on the progress of pupils to the Local Authority, which is usually towards the end of each academic year.

Policy Review

This policy is reviewed regularly to ensure that it continues to provide a clear and consistent approach to assessment, recording and reporting.

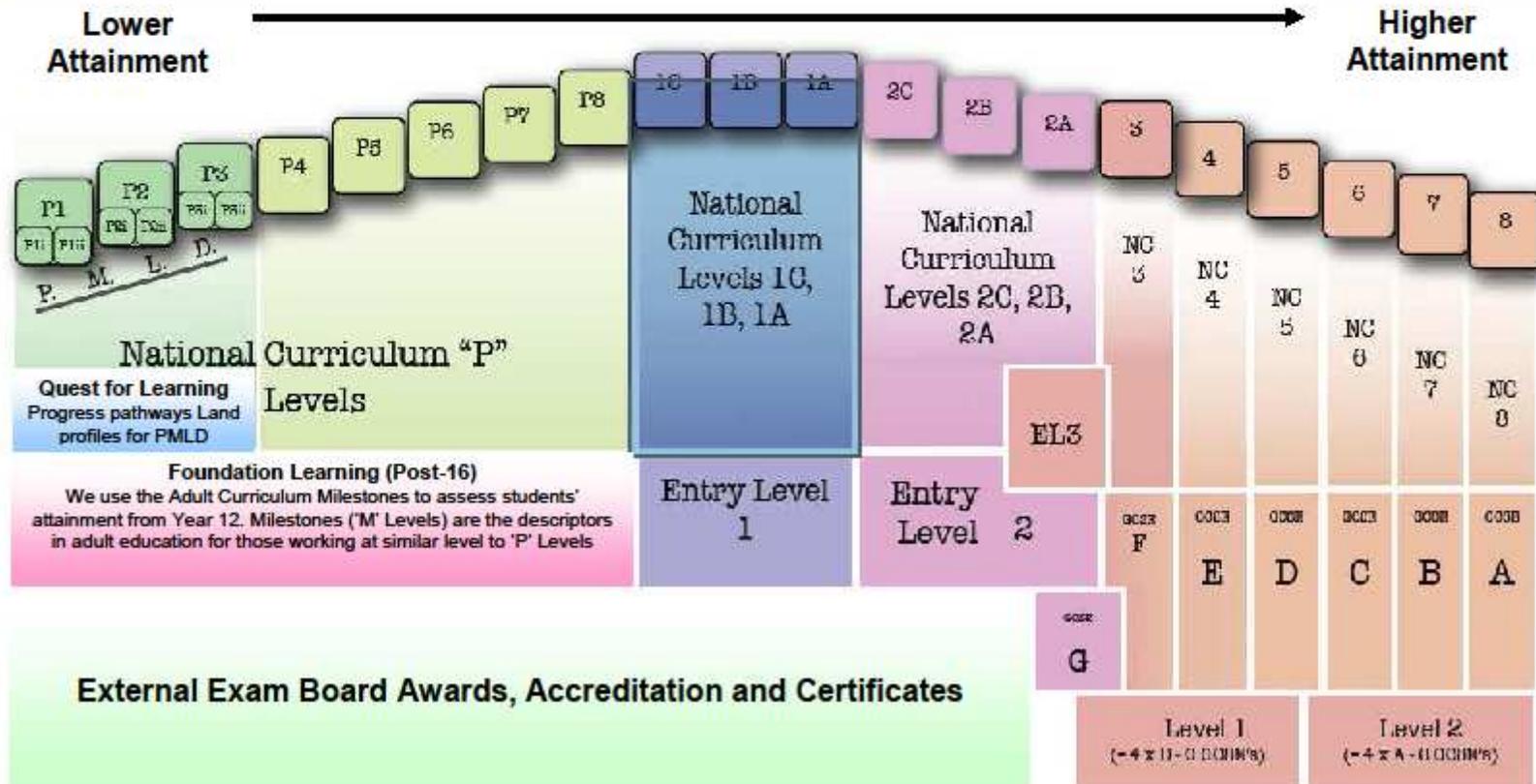
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Attainment & Assessment Continuum

This diagram shows the range of levels over which pupils' attainment is assessed at Alfreton Park.

Early Years Foundation Stage (EYFS)

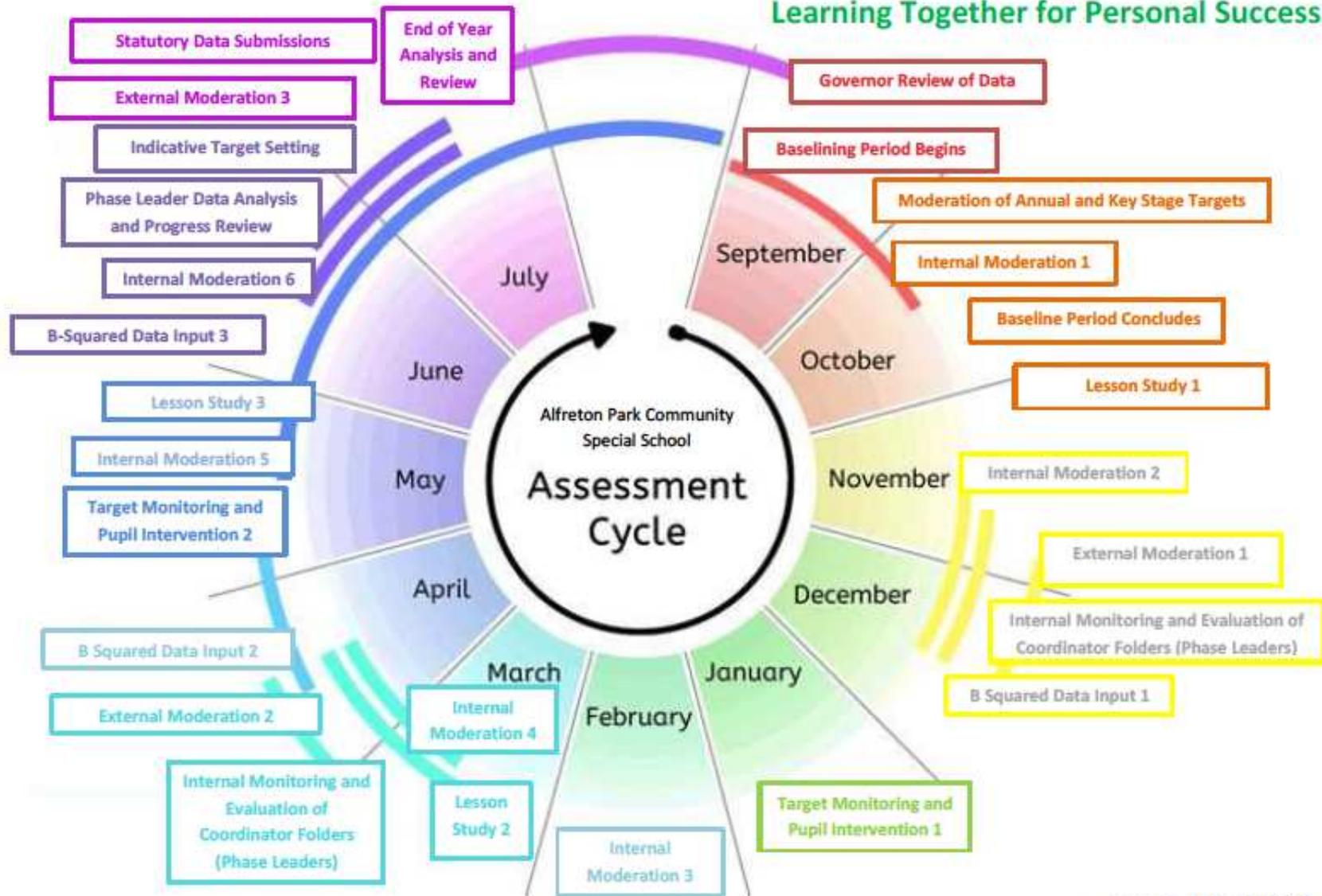
At Alfreton Park we recognise that children develop at their own rates and in their own ways. We use age/stage bands as a guide to identify where the child may be in their own personal developmental pathway and as a guide to making best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age.



This diagram shows the range of tools and the transition through which pupils' progress is assessed at Alfreton Park



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Assessment Cycle RH 2014



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Individual Learning Plan

Key Stages 1 to 4

Administration	Date	Initial	SLT
Individual Learning Plan Number (no. in sequence)			
Review 1 (by Oct half term): target setting review			
Review 2 (by Feb half term): interim progress review			
Review 3 (by May half term): final evaluation review			

Insert Name

What is important to me now?	What is important in the future?	What am I good at?	What are my barriers to learning?

Target Area	Learner's Views	Parent's / Carer's Views	School's Views
Communication	Insert text	Insert text	Insert text
<u>Making a plan:</u> What actions are required to achieve this?	Insert text		
<u>Reviewing progress:</u> What progress has taken place?	Insert text	Insert text	Insert text
<u>Identifying next steps:</u> What are the next steps?	Insert text	Insert text	Insert text

Target Area	Learner's Views	Parent's / Carer's Views	School's Views
Personal	Insert text	Insert text	Insert text
<u>Making a plan:</u> What actions are required to achieve this?	Insert text		
<u>Reviewing progress:</u> What progress has taken place?	Insert text	Insert text	Insert text
<u>Identifying next steps:</u> What are the next steps?	Insert text	Insert text	Insert text

Target Area	Learner's Views	Parent's / Carer's Views	School's Views
Social	Insert text	Insert text	Insert text
<u>Making a plan:</u> What actions are required to achieve this?	Insert text		
<u>Reviewing progress:</u> What progress has taken place?	Insert text	Insert text	Insert text
<u>Identifying next steps:</u> What are the next steps?	Insert text	Insert text	Insert text

Target Area	Learner's Views	Parent's / Carer's Views	School's Views
Academic	Insert text	Insert text	Insert text
<u>Making a plan:</u> What actions are required to achieve this?	Insert text		
<u>Reviewing progress:</u> What progress has taken place?	Insert text	Insert text	Insert text
<u>Identifying next steps:</u> What are the next steps?	Insert text	Insert text	Insert text

Overview of Academic Progress (in relation to Individual Annual Targets)		Key:			
		Annual Target	Below Expected Progress	Expected Progress	Above Expected Progress
English	Spoken Language				
	Reading				
	Writing				
Maths	Number				
	Measurement				
	Geometry				
	Statistics				
PSHCE	Self-Help				
	PSHE				
	Citizenship				

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Pupil Intervention Planning 2014 – 2015

Use this table to identify underperformance based on annual target data, record contributory factors, identify interventions and review progress.

Class		Teacher		Assistants	
Pupil Name	Term	Area(s) of Concern <small>Which subject(s) and strand(s) are pupils underperforming in?</small>	Contributory Factors <small>Why are pupils underperforming in these areas?</small>	Intervention <small>What are the actions that will support future progress?</small>	Impact <small>What was the impact of the interventions on progress?</small>
	Autumn				
	Spring				
	Summer				

	Autumn				
	Spring				
	Summer				

	Autumn				
	Spring				
	Summer				

	Autumn				
	Spring				
	Summer				

	Autumn				
	Spring				
	Summer				