

ASSESSMENT, RECORDING & REPORTING POLICY

Written 1998, Reviewed 2001, 2004, 2007, 2010, 2013, November 2016 - Julie Jeanes, 2019

How has this policy been developed?

The Linwood School Assessment, Recording and Reporting Policy has been developed through an ongoing process of consultation with staff throughout the school and with the Local Authority.

What are the principles of assessment at Linwood School?

- To continue to develop assessment provision which meets the wide-ranging needs of all the pupils at Linwood School.
- To co-operate as a team to develop Assessment, Recording and Reporting practice
- To provide opportunities to discuss, develop and implement assessment recording methods
- Regular monitoring and evaluation of assessment practice and the purposeful exercise of recording and reporting. This monitoring will include feedback to staff so that we can develop a good "match" between policy and practice.
- To develop effective practice for everyone involved in assessing, recording and reporting on pupil attainment in relation to the Foundation Stage, Key Stages 1-4 and Key Stage 5

What is the purpose of assessment, recording and reporting in our School?

- To identify gaps in learning
- To help inform teacher planning and to support a high quality of teaching
- To promote continuity and progression in pupil learning
- To support the formation of valid and validated records of pupil achievement and personal development as well as attainment in the National Curriculum
- To help monitor and evaluate the curriculum
- To inform parents, other teachers and external agencies about children's experiences, progress, achievement and attainment
- To implement interventions to support students who are not making progress

What evidence do we have of pupil achievement and attainment?

- PLPs for all pupils.
- Early Learning Journals (incl Tapestry)/Progress Files /Progress and Achievement Books
- Completion of the Foundation Stage Profile at the end of the Reception Year
- Stages and steps recorded for students not yet working at national curriculum levels following the ALMA or VITA curriculums
- Completion of Classroom monitor to record students progress against the national curriculum
- Pupils work
- End of Key Stage Tests and Tasks
- Through a positive approach to marking pupils' work (See Marking Policy)
- Through Linwood reward system using achievement awards
- Through a range of External Accreditation schemes (see External Accreditation Policy)

What assessment strategies do we use to ensure consistency in our assessment?

We believe that consistency in assessment will help to ensure that clear teaching learning intentions are being set and judgements about the attainment of individual teaching outcomes are fair and valid.

We need to continue to monitor and develop consistency in pupil assessment by: -

- Using assessment to inform our curriculum planning by evaluating assessment outcomes linked to learning intentions identified in long/medium term planning, on class short term planners and through PLPs.
- Identifying success criteria within planning and delivery
- Taking part in moderation processes of all assessment both with colleagues at Linwood including across campuses and with other schools both mainstream and special through cluster group meetings.

This establishes a process whereby:

- staff share and discuss pupils' work
 - staff are supported in making judgements about pupil's progress
 - staff develop a shared understanding of assessment and levelling of progress
 - it provides internal consistency
 - it supports planning and target setting processes
 - it facilitates the process of monitoring and evaluating school improvement
 - it provides a reference for teachers, teaching assistants, parents and Governors
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- Analysis all internal assessment data and other external accreditation
 - Scrutiny of pupil work
 - Comparing progress and attainment of pupils from year groups and end of Key Stage groups
 - Examining samples of pupil's work and evidence of attainment
 - Utilising National Test and Tasks and support materials as appropriate
 - Internal testing/assessment
 - Observing classroom learning
 - Questioning
 - Effective feedback
 - Use of comparative data

How are pupil's achievements and progress reported?

Curriculum Information

Curriculum statements are published on the school website. Progress is reported to parents at a Parent's Evening following the October half term. At this meeting the child's PLP is also reviewed, updated and signed off by the parent/carer.

Annual Review

The Annual Review of a pupil's Statement of Special Educational Need/EHCP is a positive and central feature of assessment and planning as well as a statutory requirement. Through the review process pupil educational and non-educational objectives and provision are monitored and reviewed, providing a useful opportunity for parents, teachers, support staff and other professionals to review

progress and plan for the coming year. Consideration is also given to amendments, which may be needed in order to update a pupil's Statement of Educational Need/EHCP.

Six Monthly Review

Under 5's have a Six Monthly Review.

Person Centred Transitional Reviews

All students now have a personal centred review which may identify additional support mechanisms required to secure student progress, resulting in an Action Plan

Transitional Reviews – Year 10 onwards through to leaving school

End of Year Report

Ends of year reports are written during the Summer Term.

Reports are: -

- Inclusive SATs results (for end of Key Stage only)
- Based on direct evidence of the pupil's achievements / performance
- Descriptive of what a pupil can do, knows and understands
- Constructive
- Written in clear jargon free language
- Based on objective evidence avoiding value judgements
- Positive in approach
- Based on consideration of areas where pupils need further work / attention
- Provide an all round balanced picture of the child
- Include photographic evidence for pupils with SLD/PMLD/Complex Needs
- Provide an opportunity for parents to respond

Home / School Communication/Log Books

These are designed to help ensure meaningful two-way communication about the day's events, behaviours, homework, reading etc. Comments should be positive as far as possible and the class teachers determine the frequency of completion.

How are pupil's records and reports transferred?

On transfer within the school

On transfer between classes the pupil's current teacher will pass on that pupil's Early Learning Journal/Progress File/ Progress and Achievement Book and Pupil Class Records (including Personalised Learning Plans) to the next teacher. Class teachers keep these records up to date and easily accessible.

On transfer to a new school

Linwood School uses the statutory transfer document.

On transfer to a new school a pupil's Annual Review, Progress File and Pupil Class Records will be forwarded to his or her new school.

Who is responsible for implementing this policy?

Assessment as outlined in this document is a shared responsibility.

- Learning Leaders have responsibility for the monitoring and review of this policy and supporting subject leaders and co-ordinators by reviewing the breadth and balance of strategies employed for assessment.
- Subject Leaders/co-ordinators have responsibility for the monitoring and evaluation of assessment in their subject or key stage area.
- Class teachers have the responsibility to implement the policy in full and to communicate any concerns about quality or implementation to the relevant Subject Leader.
- Teaching assistants have responsibility under the guidance of their class teacher to be involved in the assessment process.
- Other professionals working with pupils need to be kept informed of relevant aspects of the policy.

How will this policy be developed?

The Linwood School Policy is a working document and as such guides staff through the procedures of assessment, recording and reporting.

It is an active policy and continues to develop through staff discussion; formulation and implementation of agreed initiatives. For this policy to be effective it will be reviewed every three years.