



Assessment Recording Reporting Policy

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Approved by:

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ASSESSMENT, RECORDING AND REPORTING POLICY

INTRODUCTION

Assessment is the process of gathering and analysing information to better inform school staff on how best to improve pupils' learning, behaviour and mental health. The outcomes of pupils' responses to learning experiences, their views and those of other stakeholders should be recorded and evaluated. The findings from this evaluation are then used to inform any further action.

A good assessment, recording and reporting process should ensure:

- the provision of reliable information which can be used to support progress in learning and behaviour
- the development and implementation of strategies to respond positively to pupils' strengths and difficulties
- the accurate monitoring and evaluation of pupil progress
- the raising of expectations and the celebration of achievements
- the active involvement of pupils and other stakeholders

AIMS

This policy aims to ensure that assessment, recording and reporting of achievement supports the school's mission statement and the policy on teaching and learning.

OBJECTIVES

The objectives of this policy are to:

- ensure a shared understanding of the factors indicative of good practice in the assessment, recording and reporting of pupil achievement
- ensure consistently high standards in the assessment, recording and reporting of achievement
- ensure pupils receive appropriate support based upon the outcomes of their assessment
- provide a clear overview of the school's approach to the monitoring and evaluation of assessment, recording and reporting of pupil achievement

ASSESSMENT

There are broadly three aspects to assessment:

- Baseline (initial) assessment
- Formative (ongoing) assessment
- Summative assessment

Pupils admitted to the school may have undergone a formal assessment process organised by their LEA, which will have resulted in the development of an Education Health Care Plan (EHCP). This provides some baseline data on the pupil. Some records may have been sent from previous schools. This will be supported by evidence gathered from an **initial assessment period of 6 weeks attendance at school**. All this information contributes to each pupils provision map of needs and targets for the future including interventions and where necessary alternative provision.

Each pupil's Teacher and Learning Mentor (LM) use observations and discussions with the pupil to assess those areas of learning/behaviour that need to be addressed and agree targets to be set for the coming period.

In all this initial assessment is used to help staff:

- identify each pupil's individual level of attainment
- identify particular difficulties that are affecting pupil learning and progress
- identify particular issues which are affecting the pupil's behaviour
- plan and implement appropriate learning experiences and behavioural support which promotes pupil progress. This includes the development of Individual Educational Plans (IEPs), and day to day lesson planning.

On-going assessment takes place; during lessons, through monitoring of pupils' responses and contributions; through marking and assessment against clear learning objectives.

All pupils will at regular intervals be assessed using the Schonell tests to identify Reading and Spelling Ages.

RECORDING

Pupil progress is recorded in a number of ways, e.g.:

- work books/files
- teacher records
- IEPs
- EHCP Provision Plans (Section F)
- Termly assessment of pupils' subject performance using a range of assessment tools

Teachers are expected to complete assessments at least 3 times a year as published in the school calendar. Core Subjects (English, Maths, PSHE and PE and Primary Science) have Subject Trackers which support assessment decisions and are recorded 3 times a year and reported back to carers formally.

REPORTING

Pupil progress is reported to pupils, parents/carers, appropriate staff within local authorities and necessary others by means of:

- verbal feedback and written comments in lessons
- verbal feedback through telephone conversations or face to face meetings
- daily email feedback, written reports, IEP's, annual review reports, and annual reports

Academic progress reports are published 3 times a year in line with the assessment calendar. The summer report will include written feedback from subject staff, tutors and the Headteacher on all aspects of the pupil's time at school over the academic year

MARKING

Marking will be carried out on at least a weekly basis with teaching staff identifying and providing written feedback once a week which will be recorded in the pupils exercise books/files using the following aspects:

Primary:

WWW – What Went Well....

EBI – Even Better If....

A statement about the progress that the pupil has made/demonstrated will also be made

Secondary:

PM – Progress Made...

PF – Progress Further...

Staff to use GREEN pens for marking and Pupils should use PURPLE when making corrections, responding and noting improvements.

In addition, for secondary pupils PM or PF may be clearly written in books wherever the pupil has demonstrated progress or where corrections/improvements can be made. Brief, clear written feedback can be shown wherever it will aid the pupil's understanding.

Opportunities to engage and reflect on feedback by the pupils will be planned and implemented by the class teacher following any written feedback being given.

Marking and assessment for externally accredited qualifications/outcomes will meet the required standard as required by the relevant examining body eg; Pearson, AQA, AQA UAS, Arts Awards, Duke of Edinburgh etc.

MONTIORING and EVALUATION

The success of the policy will be monitored and evaluated through classroom observation, Learning Walks, Book sampling of pupils' work, Planning Sampling, Peer support, IEPs, Data Analysis.