

Horton Lodge Community Special School

'Working Together – Achieving Potential'



Assessment, Recording and Reporting Policy

Approved by:

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1. Aims

Assessment of and for learning is an ongoing process at Horton Lodge and should be seen as an integral part of interactive learning. The main purpose of assessing a pupil is to enable him/her to make the best possible progress in the development of skills, knowledge and understanding (Assessment for Learning)

Assessment, Recording and Reporting of pupil achievement is needed:

- To lead to improvement in learning outcomes for all pupils
- To inform planning of individual programmes, focusing on priorities for future learning
- To plan for progression, and maintain consistency and continuity
- To provide a whole picture of the learner and the learning process
- To inform the contents of reports to parents
- To promote consistency between staff and others assessing the pupil because we are accountable to pupils, parents, Governors, LA, DfE, Ofsted.
- To ensure that all members of the multi-disciplinary team understand pupil levels and how to support progress

2. Assessment at Horton Lodge

To ensure that Assessment can be used effectively to support the wide range of learning needs within the school it is important to work hard to find the most appropriate way of implementing assessment – to this end a range of different assessments are utilised. These include:

- The Pragmatics Profile of communication abilities and needs
- Assessment tools used Physiotherapists and Speech and Language Therapists
- B-Squared Assessments
- MAPP. This is being used with specific cohorts of pupils. This assessment materials are currently used with pupils with SLD / complex communication difficulties and PMLD as a way of measuring their progress focusing on communication and interaction, cognition and learning, physical and sensory, social emotional and health and preparation for life skills. This assessment tool takes a more individualised and holistic view of learners and focuses on how they learn. MAPP provides a continuum of Skill Development (CSD) scale which produces data for analysis and recognises lateral progression. It therefore supports planning, assessment and recording of progress.
- Specific assessments such as book handling skills
- Standard National Curriculum tests (SATs) are used for any pupils reaching the appropriate level of attainment. The majority of pupils at Horton Lodge School are working at much lower levels than their mainstream peers and are unlikely to be at a level where it is appropriate to access SATS – however there are some pupils who do meet this level. In such cases pupils access the appropriate SATs tests and all necessary adaptations are made within line with NCA guidance.
- During June of Year 1 a phonics screening check is administered. This is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. In Year 2, teacher assessment is carried out in the core subjects of English, Mathematics and Science. During May in the final year of Key Stage 2, children undertake three National Curriculum Tests: reading; spelling, grammar and punctuation and Mathematics.



We are constantly looking at assessment in its widest context to look at all aspects of the child's learning.

Baseline Assessment:

When a pupil first starts school during Key Stage 1 and 2 we will carry out an assessment against the 'P' levels, B Squared assessments in English, Mathematics, Science, Computing and PSHE within 2 weeks and again at 6 weeks of them starting school. If a pupil starts in Foundation Stage they are assessed using EYFS B Squared again at 2 and 6 weeks. This data feeds into B Squared assessment used across the rest of school.

3. Early Years Foundation Stage

It is a statutory requirement to complete the Early Years Foundation Stage Profile on every pupil as they reach the end of the Early Years Foundation Stage. This Profile provides a summary of each pupil's development in relation to stepping stones and early learning goals. Teacher Assessments are made on the basis of accumulated observations and knowledge of the whole child.

4. Teacher Assessments

Pupils will be assessed, a minimum of 3 times a year (Late November, March and June). Data returns are submitted to the authority at the end of June. Termly assessments ensure that we can monitor the rate of progress each pupil is making. B Squared assessments (giving P-Level and National Curriculum Levels), Early Years Foundation Stage B-Squared, Early Years Foundation Stage Profile, and individual targets are formally reviewed each term. Data is analysed and multi disciplinary team meetings take place through the use of pupil progress meetings.

P Levels cover all National Curriculum subjects. All pupils, regardless of age, are formally assessed against the 'P' Levels for English, Maths, Science, Computing and PSHE and the data is submitted termly. B squared is used across the school to support the measurement of small steps of achievement within a P level. When a pupil has achieved 80% of a P-Level on B Squared the level is recorded as completed.

Teachers should select a level descriptor, which describes the types and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment teachers should judge which level *best fits* the pupil's performance.

It is a statutory requirement to collect assessment data. The Government collects data at the end of the summer term as part of their data collection exercise along with SAT's results and end of key stage data. The data is also collected and analysed by the Local Authority as part of their data collection process.

The Senior Leadership Team work with individual class teachers to look at pupil progress with regard to pupil progress – this is done through curriculum meetings and in the more formalised termly pupil progress meetings. Together they look at appropriate yet challenging P level targets in Maths, English and Science and review these termly in each academic year.

5. Whole School Moderation

Assessment data is moderated across the school year. Staff work in groups to discuss and agree assessments. The Senior Leadership Team oversees this process.



6. Daily Recording Strategies in Key Stage 1 and 2

Pupils at Horton Lodge are grouped according to their learning needs and styles. Each class has recording systems in place which best meet the needs of the individuals. Teachers then use the information recorded to assist them in making their Teacher Assessment judgments.

Examples of recording systems used:
Pupils own work annotated to reflect support provided and marked by the teacher which gives feedback on what they have done well and how to improve. Clear visible progress will be evident.
Practical work and observations are recorded, including photographs, annotated and added to exercise books / files.
Observation and records of learning
Annotated photographic evidence including Evidence for Learning
Response sheets are kept for programmes with clear pupil targets
Observation records / post-it notes are produced
Video evidence
Daily 'pupil of the day'
Celebration of achievements in assemblies each week
Contributions from all staff
Switch/photographs/home school diary to celebrate achievements with home.
Target boards displayed in class
Behaviour and reward systems
Evidence from home – photocopy and keep
Moderation Files

All evidence involving photographs and video evidence is with agreed parental consent.

7. Early Years Foundation Stage Learning Journey

In the EYFS department teachers will maintain a 'Learning Journey', where positive achievements, observations, annotated photographic evidence, samples of work are kept across all seven areas of learning and development. EYFS B Squared is used to support in recording achievements. Each child has with them a 'Learning Journal' in which practitioners record observations across the day, during continuous provision activities, during adult led group



activities, or incidental moments, for instance, during assemblies or mealtimes. In their learning Journal each child has termly 'Next steps' to be working towards, which give a clear picture of what a child's targets are and how these can be encouraged through providing an environment and facilitation that enables this.

8. Reporting to Parents

The main method of reporting to parents is through the Annual Review of Statement / EHCP and the Annual Report. The annual review process, where previous targets are reviewed and new targets are set, meets the statutory requirements in reporting to parents. The class teacher writes the Annual Review with contributions made by other professionals who work with the pupils. The Headteacher monitors the Annual Review reports and the targets set in them.

Parents and carers receive an annual report. The report provides information about key areas of the curriculum including communication, swimming and the task series. There is also a comment from a class teaching assistant focusing on self-help skills.

There is an annual open evening for parents and carers with a transition focus. Parents have the opportunity to speak to teaching and support staff. They learn about specialisms such as AAC and new staff in readiness for September.

We have an open door policy and a termly calendar of events to which parents are invited to celebrate pupil achievements, the Oscars, school plays, class assemblies, weekly certificates. We also ensure parent workshops, homeschool diaries and phone calls, topic leaflets and parent meetings.

Progress Review meetings have been introduced at the beginning of every term based on data analysis and involve all relevant staff and parents. Parents are invited in and two reports are sent home; one for parents to keep and a copy to sign, comment on and return to school.

For pupils who require Alternative and Augmentative Communication (AAC) there is an annual profile. This includes low tech and high tech targets. These profiles will have termly updates from multi-disciplinary teams. The AAC Annual Profiles will be shared with parents as part of the progress reviews.

9. Self-Assessment

There is an ethos at Horton Lodge School of giving pupils the opportunity to participate in self-assessment. Self-assessment takes place mainly through plenary sessions. Pupils are encouraged to talk about, or communicate what they have been learning, including how they can improve, and the progress they have made. A range of resources and approaches are used to as appropriate to enable pupils to be actively involved in reviewing their progress wherever possible and appropriate. Each class has their own systems for reviewing targets and achievements across the day and as part of the end day routines.



10. Continuity and Progression

Effective assessment, recording and reporting procedures will enable pupils to make the best possible progress in the development of skills, knowledge and understanding, and will allow greater consistency of teaching and learning when pupils change class and/or teachers. The Senior Leadership Team monitor pupil progress through scrutiny of daily recording systems and annual review reports, the setting of individual pupil target, pupil progress meetings and regular lesson observations. Pupil progress is analysed against the benchmark given in the National Strategies Progression Guidance 2009-10. External monitoring is routinely conducted for end of Key Stage Assessments (SAT's); 'P' Level assessments and Early Years Foundation

11. Links to Other Policies

Equal Opportunities Policy

Early Years Foundation Stage Policy

Curriculum Subject Policies

Teaching and Learning Policy

Special Educational Needs Policy