



Assessment, Recording & Reporting Policy

Adopted by Governing Body: 27.02.13

Reviewed by Governing Body: 22.10.19

Cycle of review: 3 years

Statutory Policy: No

Aims:

Assessment, recording and reporting pupil progress at Pitcheroak is an integral part of the educational process which is a continuous cycle of curriculum planning, teaching and learning, monitoring and evaluation. The assessment process provides information on the individual pupil's experience and achievement. It identifies what the child knows, understands and can do and provides essential information in order to plan for future learning. We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement.

A diverse range of assessment techniques and tools are used, relevant to the key stage (KS) and curriculum delivered and alongside recording, reporting, moderation and target setting structures, enable even the smallest step of achievement to be evidenced and celebrated.

Assessment

Why do we assess?

- To establish each pupil's starting point
- To ensure each child is continually moving on in their learning
- To establish rates of progress which can be used to set targets for expected future progress
- To monitor progress against targets in order to evaluate the effectiveness of teaching approaches and inform future teaching and learning needs and resource requirements
- To identify strengths and specific weaknesses
- To support the evaluation of Education Health Care Plan outcomes and inform Individual Education Plan targets
- To support transition between classes and key stages and facilitate appropriate placement and provision
- To be able to recognise achievements, provide feedback as appropriate to pupils, share in the celebration of learning and motivate and enthuse future efforts
- To provide feedback to parents/carers and contribute to discussions in order to establish mutual support for the pupil with consistent goals across home and school settings
- To provide school self-evaluation information to support raising standards

At Pitcheroak School assessment is a continuous process which includes:

- Formative – the use of day-to-day, often informal, assessments to explore pupils' understanding. It enables the teacher to decide how best to help pupils develop that understanding.
- In-school Summative – to evaluate pupil learning at the end of a unit of work by comparing it against an identified standard or benchmark.
- Nationally standardised Summative – including National Curriculum Teacher Assessments and Tests at the end of Key Stage 1 and 2.

Rochford Review

The focus of the Rochford Review was statutory assessment at the end of key stages 1 and 2. During the review of Pitcheroak assessment processes, attention has been paid to the recommendations made by Rochford which have been integrated in our systems in order that judgements against statutory criteria can easily be identified.

We recognise the guiding principles of the Rochford Review (October 2016) and have agreed to follow them as good practice:

- Every pupil should be able to demonstrate his or her attainment and progress.
- Parents and carers should receive meaningful information about the achievement and progress their child makes and should be involved appropriately in assessment processes.
- Any recommendations for the statutory assessment of these pupils should support schools in providing the opportunity for pupils to make the best progress possible.
- Assessment for pupils with SEND should take into account the complexity, nature and combination of SEND. It should take account of recent SEND reforms including the introduction of Education Health and Care plans (EHC plans).
- As far as possible, there should be one assessment system for all pupils, so long as this is meaningful and appropriate for the pupils in question.
- Equality is not always about inclusion. Sometimes equality is about altering the approach according to the needs of the pupils.
- The recommended approach to assessment should cover key milestones in English/literacy and mathematics/ numeracy.
- Curriculum should drive assessment and not the other way round.
- Key milestones should be clear and unambiguous.
- It should be possible to assess movement between milestones objectively. It should also be possible to assess the application of knowledge, understanding and skills in a range of different contexts.
- The language used to describe the achievements and progress of these pupils should always be positive, inclusive and should be jargon free.

In recognition of the Rochford Review recommendations we have established an assessment system:

- That addresses the needs of both subject specific and non-subject specific learners

When, what and how do we assess and record?

Assessment at Pitcheroak takes the form of:

- Day to day observation of responses – both formal and informal
- Marking of pupil's work with appropriate annotations/feedback (Refer to the Marking Policy)
- Statutory teacher assessment at end of Key Stages (summative)
- Recording against SOLAR (Special OnLine Assessment Records) assessment frameworks (Early years/KS1/KS2/KS3)
- Statutory end of Key Stage tests, where appropriate
- bksb Initial Assessment for Functional Skills English and Maths (14-19)
- External accreditation (KS 4 & 5)
- Measuring achievement of IEP's linked to longer term EHCP outcomes
- End of key phase data is summarised for access on the school website

Whole school processes

- Pupils are baselined on entry to the school.
- All pupils have IEP targets derived from EHCP outcomes. These are recorded electronically using SOLAR and in pupil friendly language which may be produced using symbol supported text (Communicate in Print) so that they are accessible by pupils who can,

where appropriate, contribute to their evaluation. Progress towards IEP targets is monitored and reported on termly. Progress towards EHCP outcomes is evaluated and reported on annually at the EHCP review meeting with parents.

Early Years/Key Stage 1

Pupils are either assessed using EYFS (Early Years Foundation Stage) Development Matters or EYFS Development Matters Alternative frameworks. The EYFS Development Matters framework uses the development statements taken from the stages of development set out in The British Association for Early Childhood Education document 'Development Matters' document. These have been adapted to form the EYFS Development Matters Alternative framework which is tailored to the needs of learners with more complex needs. Both frameworks have been input to SOLAR which allows achievements, together with supporting evidence, to be recorded electronically. SOLAR assessments should be completed at least termly. Recognition can be acknowledged for learning that is 'Emerging' or 'Developing' as well as 'Secure'. All 7 areas of learning and development are assessed in this way.

The Early Years Profile is completed for each pupil during the summer term of the year in which they reach age 5. Observations of incidental learning are also recorded in each pupils' Learning Journey.

Statutory End of key stage assessment:

End of reception year: STA (Standards and Testing Agency) guidance 'Early Years Foundation Stage Assessment and Reporting Arrangements' will be followed. For up to date information, please refer to the document relating to the current academic year (usually issued in October).

End of key stage 1 (Year 2): STA (Standards and Testing Agency) guidance 'Key Stage 1 Assessment and Reporting Arrangements' will be followed. For up to date information, please refer to the document relating to the current academic year (usually issued in October).

Key stages 2 and 3

Pupils are either assessed using the Pitcheroak Steps or Pitcheroak Alternative Steps or a combination of both frameworks. Pitcheroak Steps was created by adapting the Wilson Stuart P Steps and allows achievements in each of the National Curriculum subjects to be recorded, together with supporting evidence, via SOLAR. As National Curriculum only forms part of the curriculum for pupils at Pitcheroak, evidence of achievements in the wider curriculum are also expected to be captured and retained.

Pitcheroak Alternative Steps is a school generated framework devised around the needs of those learners not yet following a subject specific curriculum. It focuses on the aspects necessary to ensure development of concepts and skills that will enable progress onto subject specific learning if and when pupils are ready to do so. Achievements and their corresponding evidence are also recorded via SOLAR.

SOLAR assessments should be completed at least termly. Recognition can be acknowledged for learning that is 'Emerging' or 'Developing' as well as 'Secure'.

Statutory End of key stage assessment:

End of key stage 2 (Year 6):

STA (Standards and Testing Agency) guidance 'Key Stage 2 Assessment and Reporting Arrangements' will be followed. For up to date information, please refer to the document relating to the current academic year (usually issued in October).

Key Stages 4 and 5

Assessment is based on accreditation opportunities which involve the collation of student work in a portfolio to demonstrate achievement against assessment criteria set out by the respective awarding bodies.

Additional records of achievements include:

- Reading Records and Tests
- Termly writing tasks
- Phonics screening test where appropriate
- Speech And Language Therapy reports where appropriate
- Pastoral Support Plans (for specific individuals)
- SLEUTH records for behavioural tracking
- End of Key Stage Data and evaluation
- Year on Year Data and evaluation
- Termly data
- Intervention data and impact (for example Music Therapy/Drama Therapy reports)
- Annual review paperwork
- End of year reports
- Educational Psychologist reports
- Photographs or videos of evidence
- College reports
- Work Experience reports
- Personal Education Plans (PEP's for Children Looked After or Previously Looked After)
- Impact of additional funding such as pupil premium grant or Primary Sports Funding

Reporting

STA guidance regarding reporting arrangements is followed. (Refer to the latest guidance for arrangements for the current academic year usually issued in October). At Pitcheroak, all parents receive a written report at the end of the summer term commenting on achievements, general progress and attendance. Please see proforma at the end of this document. Arrangements are made for parents to discuss the report with their child's teacher if requested. An Annual Review meeting facilitates a general review of progress in order to ensure that the pupil's needs continue to be accurately described in their EHCP. It also facilitates a review against the previous year's targets and an opportunity to gather information from parents about achievements out of school. Wherever possible pupils are invited to contribute to their annual review by completing the 'My views' document. Parents

are also encouraged to contribute their views either verbally or preferably by completing the Annual Review Parental Comments document.

Parent consultation evenings are held mid-way through the autumn term and during the spring term at Pitcheroak School. A daily home/school communication book is used to relay achievements as they happen throughout the year. Any individual issues or concerns are reported to parents/ carers throughout the year and meetings held to discuss these and plan actions for support.

Ratification of teacher judgements (Moderation)

Evidence of achievements against assessment criteria is required across all phases of the school. For Early Years and Key Stages 1-3, this evidence will mainly be recorded using SOLAR. For Key stage 4 and 5 this evidence will be contained within portfolios for accreditation.

An annual programme for the internal moderation of teacher judgements is in place. Subject leaders also attend the Cross Local Authority Special School Moderation Group which meets approximately monthly and provides an opportunity for judgements to be checked by a wider field of teachers.

A portfolio of moderated work samples is kept by subject co-ordinators of English, Maths, Science, ICT and Personal, Social, Health and Economic education.