



## Policy for Assessment Recording and Reporting

This policy lays out the whole school approach to Assessment Recording and Reporting (ARR) shared by all of the staff at Newfield School. It is divided into the following sections:

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### Introduction

Assessment is the process of gathering information on the skills, attributes and learning of pupils and the effective use of this information.

At Newfield we maintain a child-focused approach to assessment and consider the holistic needs of each individual pupil. Comparative assessment information, where relevant and available, is considered to help us gauge, as a school, if pupils are doing as well as their peers nationally given their age and starting point.

Assessment is used to measure and promote the quality of teaching and learning and to monitor progress at a whole school, group and individual level. Assessment should be fully integrated into the teaching and learning process. The involvement of pupils in the assessment is fundamental to the whole process and forms the basis for the dialogue between teachers and learners in order to inform both parties and others. It is recognised that implementing this policy is a continuous activity with both teachers and learners progressively improving and extending our use of assessment.

### Rationale

The purpose of this policy is to:

- ensure all staff are fully informed of the processes and practices which are established within school
- ensure a consistent approach to ARR within Newfield School
- ensure an efficient and effective approach to ARR requirements.

## Aims

- Assessment for Learning to be seen as an integral part of the teaching and learning process
- To ensure consistency, continuity and progression in the whole curriculum throughout the school
- To provide formative, diagnostic and summative information
- To use assessment procedures to inform curriculum planning and enable teachers to plan work that accurately reflects the needs of the child.
- To promote children's active involvement in their own learning by embedding the principles of Assessment for Learning as an integral part of the teaching and learning process
- To provide regular information for parents which will enable them to support their child's learning
- To provide the head teacher and governors with information which allows them to make informed judgements about the effectiveness of the school
- To fulfil statutory requirements

This policy lays the foundation for our approach to ARR and should be read in conjunction with:

- Special Educational Needs and Disability Policy
- Curriculum Statement
- Teaching and Learning Policy
- Equal Opportunities Policy
- Communication and Interaction Policy
- Homework Statement
- Feedback and Marking Policy

This policy reflects current practice, which we promote within the school

## Principles of Effective Assessment, Recording and Reporting

Newfield School believes the key principles below are essential in promoting good practice in relation to Assessment, Recording and Reporting:

- High expectations are key to securing good progress
- Accurate assessment is essential to securing and measuring pupil progress
- Age and prior attainment are the starting points for developing expectations of pupil progress (including the nature of the pupils' SEND)

- Removal or minimisation of barriers to learning is an essential element of the assessment process (including the effectiveness of provision to date to meet identified needs)
- Assessment is integral to the pupil's systematic learning.
- The pupil is as fully involved as possible in the process of Assessment, Recording and Reporting
- Records and reports are accurate and informative and demonstrate real progress.
- Interrogation of assessment data helps to identify areas for whole school improvement planning and development to raise standards

Assessment for learning is an essential part of teaching and learning from which pupils and teachers gain an insight into the learning achieved. Its purpose is to make learning and teaching as effective as possible. It provides a means of ensuring that teaching is clearly targeted to ensure that provision matches assessed needs. It encourages pupils to improve their learning.

Scrutiny of pupil assessment information is undertaken by the Senior Leadership Team. This is conducted through both internal and external moderation systems. At an individual level pupil's progress is monitored towards their personal outcomes as identified in their Education, Health and Care Plan. The 'Evidence for Learning' app is used across all Key Stages in school to provide an on-going collation of evidence reflecting individual pupil progress. The individual rate of progress is measured against long-term outcomes on an annual basis. Interrogation of this assessment information allows any trends within cohorts of pupils to be identified and flags up individual concerns. Provision can then be reviewed and revised or support enhanced.

The purpose of recording is to show that a pupil's work is valued, to build confidence and to develop competence. The systematic and regular recording of the attainments and progress of each pupil is a vital part of the teaching and learning process. Examples of record keeping are:

- Evaluations of lesson planning
- Recording of ongoing progress towards PLP targets
- Well Being Plans
- Recording of responses during lessons (particularly those pupils who are unable to produce work in conventional formats)
- *Evidence for Learning*
- Ongoing teacher assessments e.g. Bsquared, AET

Reporting is part of good assessment and is a major part of communication with pupils and their parents. 'Marking' forms part of the reporting process; marking may take the

form of written feedback on pupil's work, but may also constitute praise and celebration. (see Feedback and Marking Policy)

## Annual Review

The purpose of the Annual Review is to:

- consider the provision made in the child's statement/ Education, Health and Care Plan (EHCP)
- ensure that the objectives or outcomes remain appropriate
- ensure that the provision to meet those assessed needs is also relevant and assist progress.
- Set annual targets or outcomes across a key stage that are agreed based on thorough assessment from a number of professional perspectives as well as the parents/carers and child
- to amend the statement or EHCP to reflect newly identified needs and provision if necessary
- to focus on what the pupil has achieved as well as any barriers to progress which may need to be resolved.

The responsibility to convene an Annual Review is delegated by the Local Authority to the school. Teachers prepare a report for each child in their class, and this educational advice report for the Annual Review must be prepared four weeks before the review date and be presented to the Deputy Head Teacher for quality assurance. This report, along with any advice submitted from other professionals in then distributed two weeks prior to the meeting.

The B Squared assessment provides information about which P level pupils are working at and can be available for parents at the pupil's Annual Review and are submitted to the DfE at the end of Key Stage.

## Personalised Learning Plans (PLPs)

Targets set at the Annual Review or the longer term outcomes of an EHCP and are broken down in to small steps of progress to form the basis of the Personalised Learning Plan in the following areas of learning:

- Communication
- Thinking Skills
- Physical Skills
- Personal and Social Skills

Parents are invited into school to discuss the targets and their child's progress during Parent Consultation before the end of each term. It is expected that all staff are aware and focussed on the individual targets and are clearly monitoring and assessing progress. This can take the form of recording sheets, photographic evidence, Evidence for Learning app, worksheets, portfolio evidence and staff observations. This process forms an important part of Assessment for Learning. (see Feedback and Marking Policy)

In addition to discussions at Parent Consultation and opportunities to comment at Annual Reviews there is ongoing dialogue with parents via home visits, telephone conversations and home/school diaries, regarding their assessment of their child's capabilities and needs.

### Assessment and moderation

Newfield School uses the B Squared assessment system to assess and record pupil achievements. For pupils at Key Stage 1-4 progress in Maths and English is monitored and measured using this tool.

Internal moderation is carried out by teacher's in school and this is fed into external moderation groups.

External moderation is carried out via network cluster groups facilitated by Newfield School's membership of the North West Special Assessment Group (NWSAG). All end of Key Stage assessment information is input into a regional database to provide a benchmarking tool.

### Early Years Foundation Stage Baseline Assessments

As children join us in the Foundation Stage they are 'baselined' using the BSquared Early Years Foundation Stage Assessment. In addition to this, Physiotherapists, Occupational therapists and Speech and Language Therapists may be involved in observations and target setting for individuals. Sometimes other specialist assessment is also used e.g. Sensory Assessments. Interim targets are then set for each new pupil. These are reviewed after the first half term and new targets set where necessary.

### End of Key Stage Assessment

End of Key Stage assessment information is submitted to NWSAG regional database and DfE. This information is also provided to parents via the Evidence for Learning app.

## Statutory Assessment Tests (SATs)

Pupils are entered for National End of Key Stage assessments, if it is appropriate to their ability, in English, Maths or Science.

## Accreditation

In Key Stage 4 and 5 the students work towards accreditations in a range of areas of study through ASDAN. Students receive their accreditations at the end of year 11 and 14 or at the point at which they leave school if this is earlier.

## Raising Individual Achievement

Pupils individual long term outcomes are monitored and evaluated on a termly basis. SLT monitor progress using a tracking system database on an annual basis. If progress is not as expected this will be reviewed on a termly basis alongside an appropriate intervention.

## Stakeholder Contribution to Assessment Recording and Reporting

All members of the school community (School Governors, non-class based staff, administration staff) work towards the school's aims by:

- valuing children as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations and where self-discipline is actively encouraged
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures and abilities
- encouraging, praising and positively reinforcing good relationships, behaviour and work
- working as a team, supporting and encouraging one another

## Equality Duty

Newfield School complies with the general and specific duties of the Equality Act (2010). In accordance with the duty we publish information that demonstrates that we have due regard to the need to;

- Eliminate unlawful discrimination

- Advance equality of opportunity
- Foster good relations

These specific duties have been considered in relation to all our policies and procedures in school. Our objectives will be reported on and published as part of the Governance public documents available for inspection under the Freedom of Information Regulations and Data Protection duties and in the school newsletter to parents.

### Safeguarding

Newfield School is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority

Full copies of Policies and Procedures related to all aspects of Safeguarding, and the Complaints Policy, are available on request from Geoff Fitzpatrick, Head Teacher and Designated Senior Person for Safeguarding and Child Protection.