



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 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.
- Assessment informs provision mapping and assists in 'narrowing the gap' in attainment. Assessment assists in the process of benchmarking, target setting and establishing trajectories
- 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 progress data, is undertaken by the Senior Leadership Team. This is conducted through a process of robust termly monitoring and pupil progress reviews with teachers and Senior Leaders. Pupil progress is tracked across the academic year and Key Stage on a spread sheet and the individual rate of progress is 'RAG' rated according to a formula agreed by Lancashire Special Schools Network. This enables interrogation of assessment information in order to identify trends, compare cohorts and different groups according to a variety of criteria, examining performance of individual pupils, booster groups, e.t.c. This information is used to review and revise provision, enhance support and assist in 'narrowing the gap' in terms of attainment and expectations.

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)
- Creation of Records of Achievement
- Ongoing B Squared assessments and Teacher assessments

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 - the analytic commentary which guides progress during effective teaching and learning. (see Feedback and Marking Policy)

Curriculum Statement

At Key Stages 1-4 subjects that are taught discretely in class groups are;

- English
- Maths
- PE
- RE
- PSHE

The remaining curriculum subjects are taught through a 'thematic' curriculum approach. (see curriculum information)

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 (Pastoral) for quality assurance. This report, along with any advice submitted from other professionals is then distributed two weeks prior to the meeting.

The B Squared assessment information is used to provide a report available for parents at the pupil's Annual Review.
Personalised Learning Plans (PLPs)

Targets set at the Annual Review or the longer term outcomes of an EHCP and are broken down into 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

The PLPs are sent home towards the end of each term and parents are invited into school to discuss the targets and their child's progress during Parent Consultation before the end of each term. After consultation these targets are shared with all staff and are available on the school network. It is expected that all staff are aware and focussed on the PLPs and are clearly monitoring and assessing progress. This can take the form of recording sheets, photographic

evidence, worksheets, portfolio evidence and staff observations. This process forms an important part of Assessment for Learning. (see Feedback and Marking Policy)
Assessment information from parents

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.

B Squared Assessments

Newfield School uses the B Squared assessment system to assess and record pupil achievements. The assessment range covers all National Curriculum Subjects across the P Scales and into National Curriculum years. It also covers the EYFS, Milestones/Pre Entry Levels and Entry Levels 1 – 3 in the Adult Curriculum.

The detailed breakdown allows teachers to credit pupils for small steps of progress and achievement, to use the assessment for planning learning and intervention and to track the pupils' progression.

Assessments are carried out at least termly by teachers, in conjunction with HLTAs and class support staff. The assessments are regularly moderated by the Deputy Head Teacher.

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. SCERTS, 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.

SCERTS Assessments

Social Communication Emotional Regulation Transactional Support (SCERTS) approach incorporates an assessment tool which specifically looks at the key areas of need experienced by pupils on the autistic spectrum. The assessments form key areas to be included in the individual pupil's targets and learning objectives, ensuring 'autism need' is targeted and addressed.

End of Key Stage Assessment

At the end of each academic year pupils receive a Record of Achievement (see below). In addition, pupils at the end of each Key Stage receive a report indicating their child's achievement either within the P Scales or National Curriculum – which is a statutory requirement.

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.

Records of Achievements

Each pupil has a personal Record of Achievement which is a summative document consisting of photographic and/or portfolio evidence of achievement, relating to the National Curriculum and enrichment work covered throughout the year. This Record of Achievement is gathered over the year and is sent home to parents annually (along with the completed PLP) in the form of a report at the end of every year. This also meets the statutory requirements for reporting to parents at the end of Key Stage.

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 Achievement

In order to assist in the raising of achievement BSquared assessments are moderated by SLT taking into consideration mitigating and individual circumstances, e.g. medical conditions. An annual target is set for each pupil at KS 1- 4 in English and Maths and a predictive target for their end of Key Stage achievement is set based on the Progression Guidance materials. At the next assessment and moderation meeting the long term aspirational targets are reviewed.

To ensure rigour in the assessment process internal and external moderation exercises occur at least twice a year. Teaching staff work together to moderate pieces of work/ videos of pupils carrying out tasks and their agreed moderation is taken by subject coordinators to a regional special schools cluster network to ensure rigour and consistency of judgement in a broader context.

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.