Assessment Recording and Reporting Policy

ABOUT THIS DOCUMENT:

PURPOSE

This policy outlines the purpose, nature and management of assessment at Isebrook School. Assessment compliments and assists learning and teaching; it plays an integral part in each teacher's planning and enables the evaluation of current performance as well as student achievement. It ensures a whole school approach to the provision of an excellent education for all children and enables teachers to deliver education that best suits the needs of their students.

COMPILED BY:
J Fellows

PRESENTED TO GOVERNORS   **March 2021**

SIGNED   DATE

To be reviewed September 2021

This policy was written in line with the whole school Learning and Teaching Policy and Target Setting Policy.

At Isebrook School we aim to provide a framework for assessment which enables teachers to integrate Assessment *for* Learning and Assessment *of* Learning throughout all aspects of Learning and Teaching; so ensuring students receive the support they require to be extremely well prepared for the next stage in their life.

Introduction

Isebrook School provides education and care for students between the ages of 11 and 19 years who have cognition and learning difficulties.

All staff and students at Isebrook School are expected to adopt and apply our Four Core Values.

This policy aims to support Isebrook School's Core Values:

Compassion	Achievement	Responsibility	Respect
We show compassion by: Understanding differences Helping & supporting others Forgiving mistakes Using kind words Co-operating with others	*We achieve by:* Attending school Being ready to learn Working to best of my ability Embracing opportunities Aiming high	*We take responsibility by:* Owning our behaviour & being truthful Reflecting on our actions Being ready to help others & be helped Being ready to listen & learn in lessons Looking after the school	*We show respect by:* Using appropriate language Following instructions Keeping hands & feet to self Keeping yourself & others safe Looking after property & equipment

The core values define how we expect all staff and students to conduct themselves on a day-to-day basis and act as a guide to promote safe and positive behaviour. The core values are linked to the school's reward system and are used alongside the principles of Protective Behaviours.

Wellbeing in our Trust

Wellbeing in our Trust is extremely important and this policy outlines the processes used to assess students' progress.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.
The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- · Effective line management

- · Commitment to reducing workload

   Collaborative time within Key Stage departments

- · Supportive and professional working environments

- · Employee support programs

  - o CIC (confidential counselling support available through Perkbox account).

  - o The Teacher Support Line telephone number 08000 562561 or website www.teachersupport.info

Our overall aim is to enable students to feel safe and ready to learn so that they can become successful learners, confident individuals and responsible citizens. We achieve this by having a very clear focus and understanding within school on the principles of Behaviour for Learning, which identifies a student's:

- Relationship with self
- Relationship with others
- Relationship with the curriculum

Rationale

Assessment for learning refers to all the activities undertaken by teachers, teaching assistants and students that provide information that can be used to modify the learning and teaching activities in which they are involved.

Assessment for learning is a process, which provides information on individual student experience and achievement and identifies what the student knows, understands and can do.

Assessment of learning refers to strategies designed to confirm what students know, demonstrate whether they have met curriculum outcomes or the goals of their individualised programs, or to certify proficiency and make decisions about students'

future programs or placements.

It is designed to provide evidence of achievement to parents, other educators, the students themselves, and outside groups (e.g., employers, other educational institutions).

Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures. It is important, then, that the underlying logic and measurement of assessment of learning be credible and defensible.

Assessment is the key to the promotion of our student's learning. The different aspects of planning, teaching assessment and record keeping strategies when looked at, form a complete 'jigsaw', which fits together to create an environment where quality learning and teaching takes place. Such an environment is where students and teachers work together and aim for high achievement.

Recording is the selection and retention of significant and relevant information on the students' experiences and achievements, including what the student knows and can do, and informs planning.

Reporting is the communication of significant and relevant information on the individual students' experiences and achievements.

The Principles of Assessment, Recording and Reporting

- The assessment policy is built on the whole school curriculum policy, which encompasses learning and teaching.
- Assessment is both formative and summative.
- Planning is led by learning intentions not activities
- Assessment is not one thing it involves a whole range of activities and strategies.
- Assessment involves both students and their parents.
- Assessment takes account of the unexpected as well as the intended learning.
- Assessment includes achievement of areas beyond, and not included in the National Curriculum.
- The individual needs of our students are paramount.

Aims

- To provide up to date information about the attainment of individuals and groups of students.
- To establish what students can do, know and understand.
- To provide a record of student progress, consolidation of learning.
- To assess the readiness of students for future learning – to inform planning.
- To identify patterns over time (useful when students learn in very small steps.)
- As a basis from which to set targets for improvement.
- To promote rigour and pace.
- To give an insight into the curriculum received by the students.
- To enable the school to review the effectiveness of the curriculum and models of delivery.
- To assess the progress of specific groups of students, e.g. such as students from a range of different gender groups, ethnic groups etc.
- To assess the need for additional, specialist support.
- To encourage student motivation and self-esteem.
- To provide information to discuss with parents.
- To provide information for other teachers.
- To satisfy statutory requirements.

Assessment, Recording and Reporting should:

- Value all students equally and free of bias
- Recognise and give credit for student achievements in and outside school.
- Involve students in self-assessment where appropriate.
- Form an integral part of learning and teaching.
- Use a variety of approaches to assessment.
- Provide valid and reliable evidence of achievement.
- Measure and monitor performance against agreed criteria.
- Identify positive achievements.
- Provide opportunities for contributions from all involved in students learning.

For whom are we assessing?

- Students
- The class teacher, all teachers and TA's within the school.
- Curriculum Coordinators.
- Parents / Carers
- The Leadership Team.
- Governors and trustees
- External bodies e.g. LA, Ofsted

Purpose

Assessment is not merely testing students; rather it is a multifaceted process by which we establish a student's present level of functioning.

Assessment is a means of enabling future planning in order to meet individual needs.

Assessment provides evidence of achievement and enables the school to report to parents, Governor / Trustees, the LA and other professionals.

Every child achieves no matter how small the steps, therefore every child deserves and is entitled to a celebration of their achievement.

What do we assess?

We assess the students' experiences and achievements in all aspects of their learning within the whole curriculum.

How do we assess?

Assessment should be set in the context of planning, implementation, recording and reporting, when in this cycle it is seen to be informative and directly related to the learning and teaching, which occurs within the classroom.

Contents of lessons and methods used should be continually assessed and evaluated by close observation of students' responses and recorded on the school's electronic recording system and annotations on planning.

Assessment can be formative or summative

Formative Assessment

Supports the learning process in terms of establishing a baseline, identifying the 'next step', giving feedback to students and setting targets. This is outlined in the medium- and short-term planning, within student's work and through teacher feedback and assessment. This is the day to day on-going assessment that enable teachers to identify the next steps in a child's learning and to enable students to have a greater involvement and responsibility for their own learning.
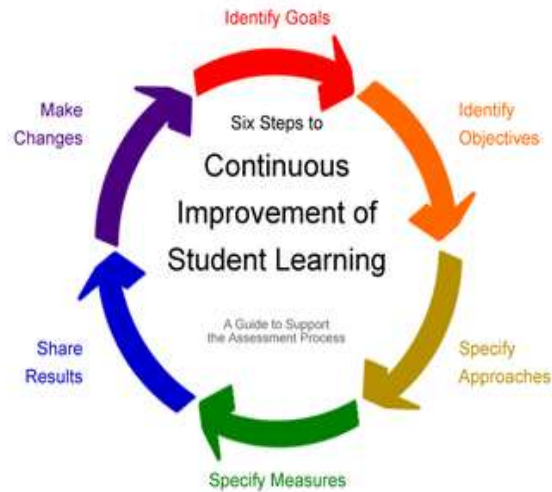
All teachers are expected to use Quality First Teaching principles, which includes incorporating into practice:

- Learning Objectives - Clarification of learning and ways to progress
- Success criteria - Clarification of the learning outcome. How to show that something has been learned or mastered
- Feedback - Providing verbal and written feedback/comments on how children can improve their work and make progress towards their objectives or individual targets (**refer to feedback policy**)
- Observation - To provide evidence of student progress and achievement
- Questioning - To enable students to show achievement and understanding and work towards becoming more independent learners
- Self/Peer Assessment - To be reflective and able to self-and peer assess
- Target setting (these can be academic and / or personal) - To ensure progression towards curricular targets and inform appropriate objectives

Summative Assessment

This is used as a baseline from which to measure progress, to highlight strengths and weaknesses to assist planning and to monitor the effectiveness of teaching.

It is also used for measuring and comparing, to inform planning and to inform target setting, both individual, class and whole school.

Summative assessment is also used to provide information at transition times e.g. moving from one Phase to another or to another school.

At Isebrook School, summative assessment takes the format of:

- I Can Statements
- Preparation for Adulthood
- Skills Builder
- External Accreditation and awards
- Baseline Assessment
- Teacher Assessment
- Student work evidence files
- Annual review of Education, Health and Care Plans

- End of Year School Reports

How planning links with formative assessment

Effective planning provides and essential framework within which to facilitate learning and therefore provides a basis on which to assess progress.

Long term – show coverage and progression, it provides an overview of the curriculum for each year group and each student. (It helps to provide learning aims and are linked to outcomes in Education Health and Care Plans using PfA Outcomes for Learners.)

- Medium term – include the learning intentions. Having taught the series of lessons the teacher
  - Reviews it considering how far the students have fulfilled the learning intentions.
  - A copy of the medium-term plan can be annotated showing where adjustments need to be made next time round.
- Assessment then informs planning.
- Short term – this is a working tool. It includes a breakdown of the learning intentions, including differentiation. These are annotated to show where students need further reinforcement, who needs extending further. These observations feed directly into the planning for the next lesson. They are formal assessment judgements and form a continuous assessment record against the planned learning intentions.

An overview of how formative and summative assessment operates within each key stage is located in *Appendix A*

Celebrating achievement

This is celebrated in a number of ways:
- Saying, signing well done in an animated way – but stating what the student has done e.g. 'Well done! Good looking!'
- Awarding house points
- Acknowledging achievements in the whole school, key stage assemblies, class team (certificates, medals, trophies, student of the week etc.)
- Displaying work and other evidence of achievement around the school.
- Sharing achievements with the local and wider community – through local newspaper, at local events, via the website etc.
- Gaining recognition for our students by entering competitions and applying for various local and national awards.
- Sharing our achievements with other schools both locally, nationally and if possibly internationally.
- Inviting visitors to see the achievements of students and staff.
- Encouraging staff to take part in initiatives.
- Via Class Dojo, social media and the school website
- Annual Review Meetings / EHC Meetings
- Through the Annual End of Year Report.

Recording Achievement

The recording and celebrating of achievement is a key area. It has a direct impact on raising our students' self-esteem and on raising achievement. We acknowledge and celebrate success in all aspects of school life. Achievement is defined as something the student, teacher, or TA is proud of or regards as significant in all areas of the whole curriculum.

Why do we record?

Records are kept to:
- Assess a starting point.
- Be a record of what's gone before – experienced, encountered, covered, working on, in progress, achieved.
- Serve and help teachers and parents track student progress.
- Enable teachers to focus on the attainments of individual students.
- Acknowledge achievements, increase motivation and self-esteem.
- Arise from the routine process of teaching, learning, assessing.
- Ensure breadth, balance and relevance.
- Be a way by which continuity and progression in the curriculum can be shown.
- Be manageable, precise, and accurate (when moderated.)

What do we record?

We record any significant developments and findings in a student's learning. This applies to the whole curriculum.

How do we record?

We record in a variety of ways, which are easily accessible, manageable, understood, consistent and useful.
They include:
- Written daily observations
- Photographs
- Film clips
- Student work evidence file/work books
- Evidence for Learning

Wherever possible students are included in their own record keeping and in the choice of materials to be included.

Reporting to Parents Why do we

report?

We report on students' progress:
- To summarise and celebrate students' achievements and experiences over time
- To describe completed work and experiences and the context / processes by which it was done
- To highlight strengths and particular achievements
- To identify any particular weaknesses
- To inform future planning, learning and teaching.
- In order to satisfy statutory requirements for DfE, SEND Code of Practice and Ofsted

How do we report? Written

Reports

1. **Annual Review Reports / EHCP Review Reports**
We are legally required to report to parents on the progress made towards meeting the objectives of a student's statement of special educational needs each year. This report is separate from the end of year report on academic achievement.

2. **End of Year Reports – Educational Reports**
The student's end of year educational report is sent to parents in the Summer Term and is used to discuss the educational experiences and achievements of the students. This also includes a pastoral summary by the class teacher and a comment from the Leadership Team.

3. **Additional Reports**
Parents may request a reassessment at any time, if so the report is produced by the class teacher.

The LA may request an updated report as a result of a student attending Isebrook School on an assessment placement or as part of the reassessment of needs.

4. **Informal Reporting**
The class staff may write or send a photo through Class Dojo describing a particular achievement or email a parent / carer.

5. **Meetings**
The following meetings are scheduled every year:
- Annual Review or EHCP Meetings currently held during the school day
- Parent/ Carer Consultation Meetings during the school year
- Any other meetings deemed necessary to parents / carers, the LA or the school.

If the school has any concerns about a student, staff are encouraged to invite the parents/carers in for a meeting. The Leadership Team must be informed and a member of the team may like to attend.

Awards and Accreditations

Students in Key Stage 4 and Post-16 will follow curriculum pathways appropriate to their needs and these will be accredited at the end of the Key Stage.

Key Stage	Subject	Qualification or Award	Level
4	English	Functional Skills GCSE	Entry 1 – Level 2
	Maths	Functional Skills GCSE	Entry 1 – Level 2
	ICT	Functional Skills	Entry 1 – Level 2
	Duke of Edinburgh Award		Sectional or Bronze
	Sports Leadership		Young Leader – Level 2
	Personalised awards and accreditation will also be offered to support the next steps of education or training		
Post 16	English	Functional Skills GCSE	Entry 1 – Level 2
	Maths	Functional Skills GCSE	Entry 1 – Level 2
	ICT	Functional Skills	Entry 1 – Level 2
	Employability		
	The Princes Trust		Certificate Award
	Duke of Edinburgh Award		Sectional to Silver Award
	Arts Award		Discover – Silver
	Music GCSE		
	Art GCSE		
Post 16 students will benefit from a personalised curriculum that is designed to meet identified, aspirational outcomes for adulthood. A personalised offer of awards and accreditations will be provide to support the next steps of education, employment or training			

Monitoring, Evaluation and Review

The success of assessment, recording and reporting in the school is evaluated in a number of ways:

- Through whole school, departmental and subject self-evaluation focusing on student achievement.
- By monitoring the self-esteem of students and staff.
- By ensuring that the systems in place are working effectively.
- By discussion with students, parents, staff and other interested parties in the progress made within our school.
- By measuring achievement – quantitatively and qualitatively.
- Through the target setting process – individual, group and whole school.

Monitoring Student Academic Progress

Target Setting

For students at Isebrook School; teachers will meet at the end of the Summer Term to discuss the progress of students in their class with the teachers receiving them in the next academic year. Annual targets are set in English – Speaking, Listening, Reading and Writing; Maths – Number, Skills and the four strands of Preparing for Adulthood, EHCP Outcomes. For students new to school targets are set by the end of the first half term.

Student Progress Meetings

Termly student progress meetings take place to review how students are progressing towards targets and whether any interventions are required to address issues or remove barriers to learning.

Teachers prepare by considering how well their students are progressing towards the targets set (Red – concerned, Amber – need to be aware, Green – on track, blue – exceeding).

The meetings are led by the Key Stage Leader and Assistant Headteacher who keep a record and write a summary of issues and patterns, support needed and next steps to share with the senior leadership team and Governors. The meeting will also be attended by representatives from the pastoral team to ensure a holistic view of the child.

The Assistant Headteachers record the information to provide a termly analysis on student progress for the leadership team and Governors:

- comparisons of different groups e.g. degree of learning difficulty, additional learning need, and vulnerable groups (Gender, Children who are Looked After, Free School Meals, Ethnicity, English as an Additional Language etc)

End of year Summative Assessment Report

Attainment in subjects is collected in the summer term and is used for differing purposes:

- Reporting to parents / carers

End of year attainment is reported to parents / carers in the End of Year Reports and is also used for the annual review of the EHCP / Statement of Education of Need. Student attainment is a judgement based on a wide range of evidence gathered throughout the year and even though the government have classed the new system as "assessment without levels" parents / carers are still asking us to compare progress, as such we will report on how confident the student is within a particular developmental level – "emerging", "secure" or "proficient", for example the level reported may be "Level 2 secure."

- Whole school data analysis

For whole school data analysis teachers provide a numerical score (derived from a MAPP assessment schema) based on attainment, which can then be analysed numerically and provide quantifiable information to Governors on student progress. Leaders can use this information to track progress for a range of purposes, for instance:

o Whole school perspective analysing year on year data - strengths and weaknesses and identifying areas for further investigation and development
o Ensuring vulnerable groups aren't disadvantaged
o At an individual level tracking yearly progress and ensuring challenge is appropriate.
o Report on impact of specific interventions and to provide evidence for Governors on value of spend of specific grants, such as Student Premium Grant or Year 7 Literacy

and Numeracy Catch-up Grant.

At present the school uses a number of tools to analyse progress.

Statutory Assessment

Statutory assessment is often described as end of stage "attainment", reporting what 'level' a student has reached and is the information that school have to report to the local authority and government. There is an expectation that all students should work towards a qualification in English and Maths at the end of KS4, Functional Skills or if possible a GCSE (if not attained this level should continue trying until 18 years of age).

The government has been very clear that they want to raise performance and as such students are now expected to know and be able to do more at the end of each stage.

The statutory assessment that Isebrook School reports on is:
- End of Key Stage 4 – Attainment 8 and Progress 8

Progress 8 is a secondary accountability measure aimed at measuring the progress of students across a selected set of 8 GCSE subjects. It is designed to make sure school have a broad curriculum. It is also designed to challenge the most able students and not just satisfy with an equivalent GCSE Grade 5 pass.

Attainment 8 is the students' **average achievement** across these eight GCSE subjects. From 2016, the floor standard will be based on school's results on the Progress 8 measure. Attainment 8 Points are awarded for each grade received by the student and this is plotted against their predicted outcome.

It is noted that the vast majority of students at Isebrook School will not undertake GCSE courses and therefore relevant awards, accreditations and qualifications at the students' appropriate levels will be reported.

Moderation and Standarisation
To ensure assessment is accurate and that teachers are able to judge a level of work, or ability of a student regular standardisation and moderation meetings are planned into the school' INSET meeting timetable for all staff involved in the assessment process.

It is important that as a school we seek to ensure that assessment levels are equitable to other settings, not just within Isebrook School. To secure this we align Isebrook School Levels to chronological age expectations and we moderate with other schools.

All awards and accreditations at Isebrook School go through an external moderation process before being awarded.

Standardisation
Standardisation is the process of ensuring that all teachers have the same expectations. The process involves a piece of evidence that has already been 'levelled'. This evidence is used to highlight why it fits the agreed criteria, highlighting the important aspects.

Once a piece of work has been through external moderation, and the level agreed, it will be placed in a portfolio of External Moderation and becomes part of standardised materials for teachers to refer to for support or reference. Along with DfE exemplification

work, it will be used during standardisation and moderation sessions to ensure all staff are in agreement with respect to what each level is.

Internal Moderation of students' work
Termly moderation meetings are planned to ensure that professional rigour is maintained. The process follows a set procedure and pieces of work are discussed and either agreed or not. If there is a disagreement this is noted with advice for the teacher to support the process and their development.

Agreed work is then used for external moderation.

External Moderation of student's work

Appropriate school staff organise moderation meetings with schools across the trust and special schools across the county to validate the judgement of the work is used to inform our school practice, agreed pieces of work becoming part of our standardisation folder and ensuring our school judgements are secure.

For external awards and qualifications exam boards require portfolios of work to be submitted for moderation.

As required Key Stage 4 and Post 16 staff take student's work to moderation meetings and there are requests made from exam boards for particular students whose names are not known in advance. Any feedback will be reviewed as part of the annual analysis of student progress which identifies issues and actions for improvement in relation to expected outcomes.
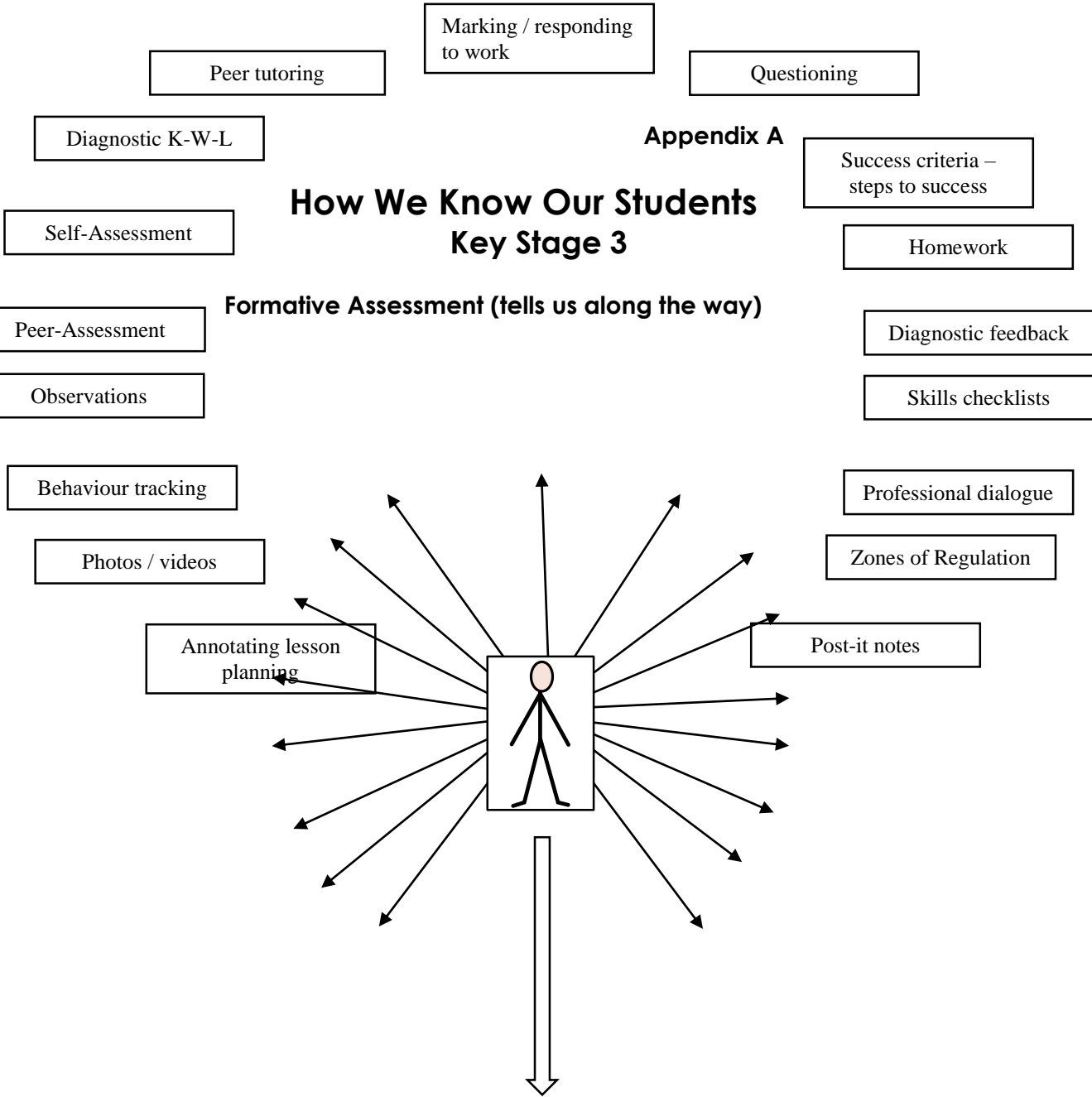

Policies to be read in conjunction with this one:
- The Whole School Learning and Teaching Policy
- Single Equality Duty
- Target Setting Policy
- Individual Subjects Policies / Action Plans
- Feedback Policy
- Examinations policy

Marking / responding to work

Peer tutoring

Questioning

Diagnostic K-W-L

Appendix A

Success criteria – steps to success

How We Know Our Students
Key Stage 3

Self-Assessment

Homework

Formative Assessment (tells us along the way)

Peer-Assessment

Diagnostic feedback

Observations

Skills checklists

Behaviour tracking

Professional dialogue

Photos / videos

Zones of Regulation

Annotating lesson planning

Post-it notes

Summative Assessment (Tells us at the end)

- Reading Tests
- Spelling Tests
- End of Year reports
- Annual Reviews
- Questionnaires
- End of Year Reports
- End of Year Data

Statutory Assessment

EHCP Process

Participation Level

How Responding to work

We Know Our

Pre- Post-diagnostic testing

Observations

Students
Key Stage 4

Plenary activities

Formative Assessment (tells us along the way)

Levels of engagement

I Can statements

Steps to success

Questioning

Strength and difficulties questionnaires

Self-assessment

Peer assessment

Skills / tasks checklists

Behaviour tracking

Homework
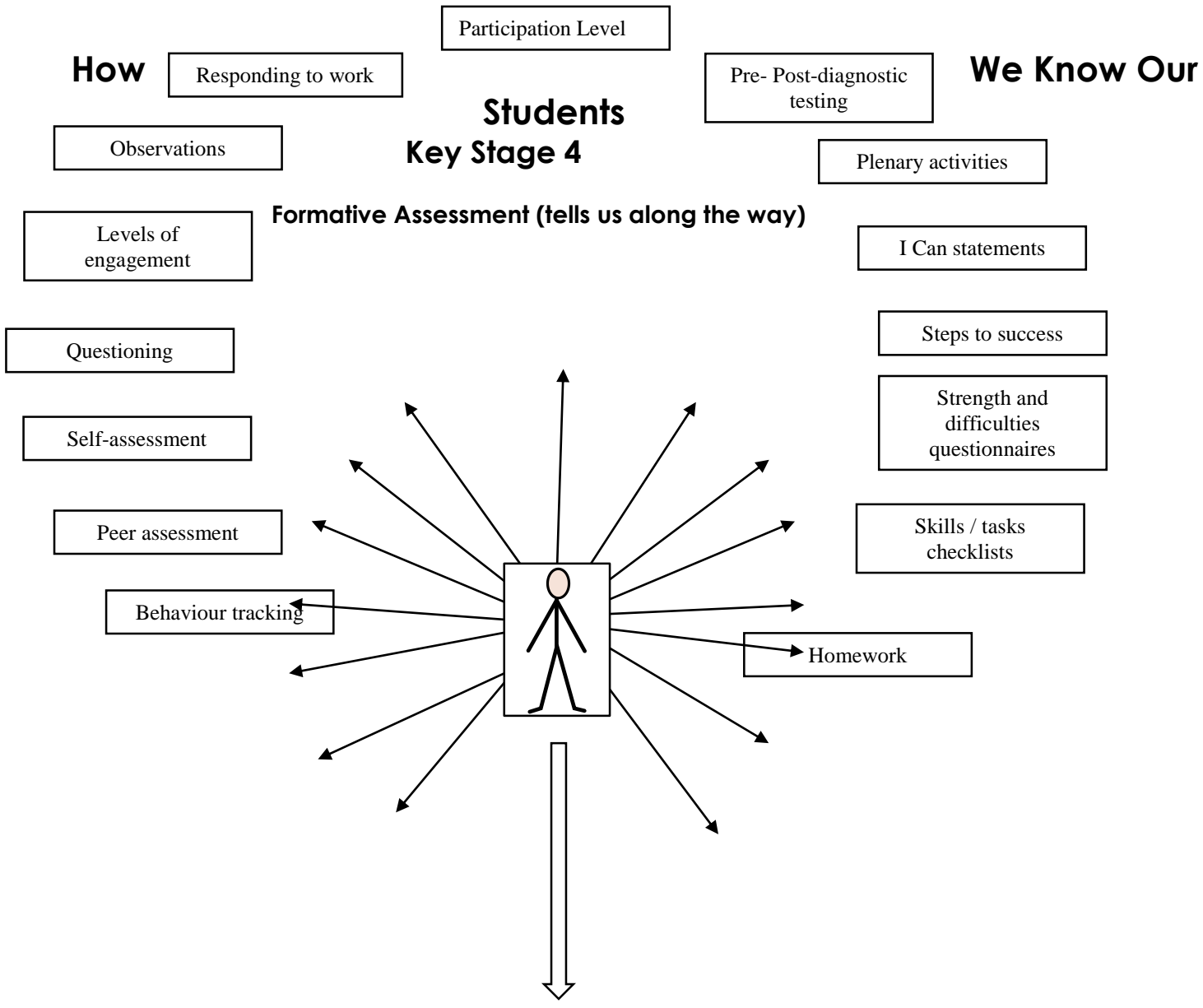
Summative Assessment (Tells us at the end)

Annual Reviews
Academic tests
Questionnaires
Reading tests
End of term / year reports
End of year data

Statutory Assessment

Certificates
Accreditations
Qualifications
EHCP Process
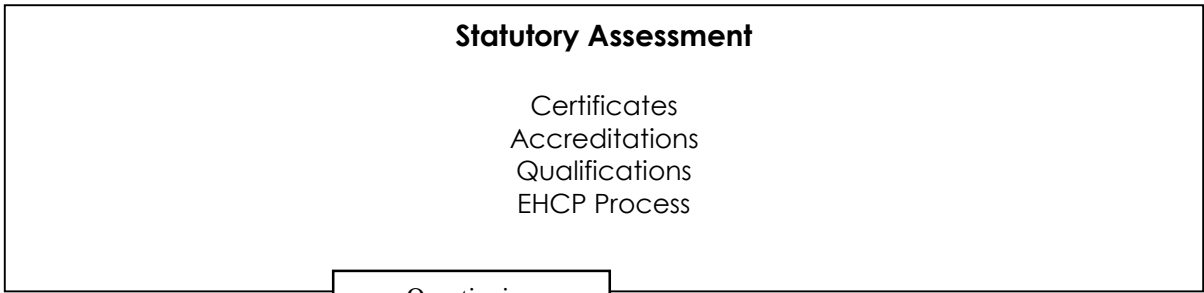
Questioning

Marking / responding
to work

Discussion

Quizzes / games

Modelling / demos

Mind mapping

How We Know Our Students
Key Stage 5 (Post 16)

Peer assessment

Self-assessment

Formative Assessment (tells us along the way)

Re-capping on
previous sessions

Skills audit sheets

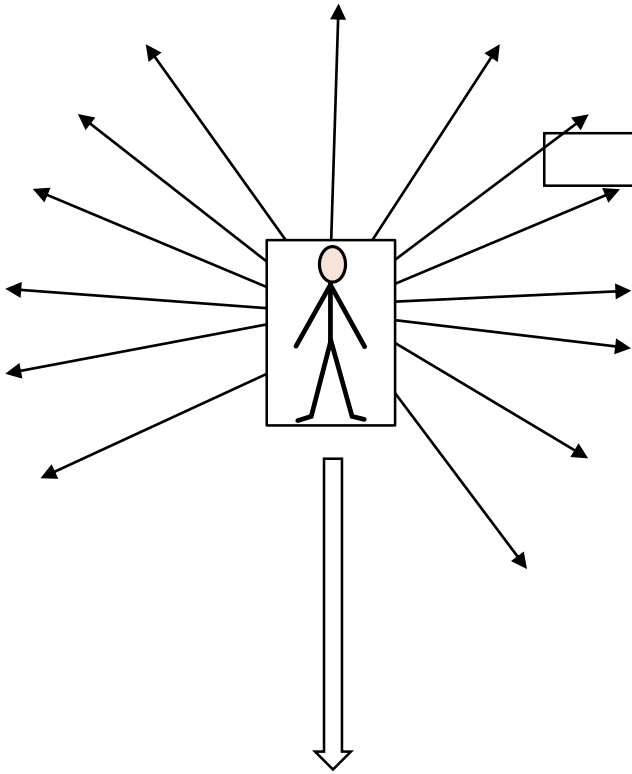Observations

Behaviour tracking

Professional
conversations

Plenaries

Summative Assessment (Tells us at the end)

I Can Statements
Annual Reviews
Academic tests
Questionnaires
End of term / year reports
End of year data

Statutory Assessment

Certificates
Accreditations
Qualifications
EHCP Process