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ASSESSMENT, RECORDING & REPORTING POLICY

Assessment, Recording & Reporting Policy	
Version History	
V24.1	Updates to assessment tools and minor updates to summative assessment strategies.
V26.1	Updates to the assessment tools as well as a link to the ASDAN Quality Assurance Policy. Updated to sharing information to include the new twice a year EHCP review for early years, until they reach statutory school age. Update to moderation to reflect changes both internally and externally.

Assessment, Recording and Reporting Policy

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Aims of policy

As a Governing body, senior leadership team and staff group we are committed to the best practice in teaching and learning & assessment. We wholly believe in, 'Learning & Achievement for All'.

The overall aim of the policy is to clearly outline all the processes, systems and expectations to support assessment at our school.

Key aims

- To ensure every child is assessed against targets which are relevant, appropriate and meaningful to them in relation to their EHCP areas of need.
- To use formative & summative assessment to inform planning for teaching and learning and identify barriers to learning.
- To ensure all staff are involved in the tracking of pupil's progress.
- To compare progress where appropriate to ensure no group is disadvantaged
- To provide parents & carers with regular, up-to-date information about their child's progress and achievements.

- To monitor the quality of assessments made across the school and ensure these are purposeful.
- To provide moderation across departments, the whole school and with similar educational establishments.
- To report assessment information to the Governing body and the Department of Education.

We do recognise as a school that not all our pupils will make recognisable or measurable progress due to the nature of their conditions. We will still however ensure their experiences are tracked as a record of their learning opportunities & outcomes.

Formative assessment at Shorefields

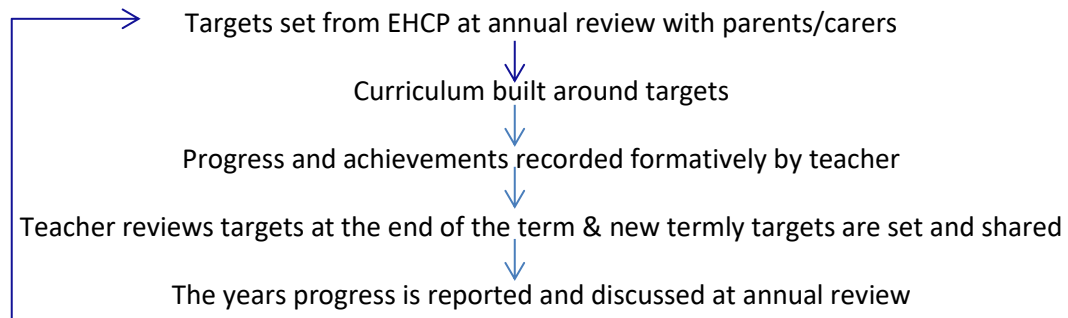
- This is an assessment to show the current stage of a pupil's development or learning in a given area linked to their personal targets or the understanding of a given topic.
- It is a daily assessment of learning and will be seen through observations, questioning, written work or demonstration of skills.
- It links closely to the design of each child's curriculum to ensure they are making progress on their personal targets and experiencing learning through suitable means.
- It will support the setting of new targets or the adjustments to current targets.

During this regular assessment pupils will receive feedback wherever and whenever it is appropriate. All children are encouraged and supported to achieve their targets and their successes and achievements will be shared with them through either verbal, visual or physical feedback or a combination of these. All child's targets are accessible in the classroom for both the adults and the pupils when appropriate. Where appropriate some pupils in our KS5 classes have access to student tapestry accounts to see their progress and upload their own achievements. All staff are to be aware of the targets of the pupils they are working with to ensure they can feedback on any progress which is made. Recording of progress can be made in a variety of ways such as written, verbal or photographic. This is at the discretion of the teacher but will cumulate in the updating of the pupils Tapestry profile, EYFS Profile or ASDAN profile.

Summative assessment at Shorefields

- This is an assessment judgment which is made at the end of a given period of time or piece of learning.
- It is part of the EHCP annual review process.
- Power Point presentations are used at the EHCP review meeting to highlight progress
- These points are used to review pupils' progress and ensure they have the correct support to achieve their targets. This point will highlight if additional support or intervention is needed.
- At these points teaching staff report on pupils' progress and learning to parents, carers, staff team, SLT and other agencies as appropriate.

Assessment cycle



The SLT will monitor progress made by each pupil when it is reported in the progress grids at the end of term and will discuss this with the class teacher. This is to monitor & ensure the outcomes for pupils are suitable and relevant to them as they move through the school and college.

Assessment tools

At Shorefields the following assessment tools and documents are used to measure and track pupils progress as appropriate to individual pupils.

- Tapestry - online assessment system
- EYFS profile
- Individual progress grids
- Pupils termly targets – copies displayed or shared with staff
- Whole school reading progression
- Power Point for annual review
- Teacher end of year summary
- ASDAN profile, Achievement Continuum (for further information about ASDAN assessment processes please see the ASDAN Quality Assurance Policy)
- EHCP Annual review document
- Engagement Model Profiles (where appropriate)
- Sunshine Core Skills Progression
- Sunshine Curriculum Skills Progression
- Pre-key stage standards (where appropriate)

Sharing information with parents and carers

Staff are happy to meet with parents as frequently as they wish to discuss progress. There are three formal opportunities to meet with the teacher over the year and these are at, meet the teacher day, parent/carers meetings and the annual review meeting. EYFS pupils will have two EHCP reviews over the year until they hit statutory school age.

At the end of each term parents will be able to see their child's termly progress on Tapestry until year 14. If they do not have access to this it will be printed for them at their request.

Year 14 pupils will have a transition meeting in the first term of that academic year to discuss further educational provision or other opportunities upon leaving Shorefields and their progress in completing their ASDAN qualification.

At the end of the school year teachers will also provide a teacher summary report commenting on progress and learning, areas of personal development and any other achievements.

Moderation

As a school we are aware of the importance on moderation both within the school and with other SEN schools to ensure our judgements are in line with other professionals

- External moderation with other SEN schools is used across the strands as and when this is offered
- Internal moderation of targets takes place across the whole school and in departments
- ASDAN moderation takes place within school, with other Special Schools and is sent away for external moderations
- Pupil progress is monitored termly by SLT to look at the quality of target setting and levels of achievements

Reporting of data

We report all data as requested by the Department for Education. Most of our children are disapplied from most standard testing due to their academic level or the stress it may cause them. This is reviewed every year for each pupil and reported as necessary. The data we are currently required to report is -

- Pre key stage standards of years 2 & 6 annually
- Phonics test results

Internally the Senior Leadership Team report relevant updates on assessment to the Curriculum & Pupil committee at their termly meeting.

Monitoring and Review

The senior leadership team will monitor the implementation of this policy, including ensuring it is updated to reflect the needs and circumstances of the school.

This policy will be reviewed bi-annually.

The governing board is responsible for approving this policy.