

Assessment Recording and Reporting Policy



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Intentions:

It is our intention to have in place, a system for assessment, recording and reporting which:

- is robust, relevant and meaningful
- meets our information needs in sufficient detail, but which is manageable (eg. must make efficient use of time)
- is nationally recognized therefore enabling possible comparison of results between schools
- is jargon free, especially for reporting to parents.
- is clear, balanced and accessible,
- involves pupils in their own recording, reporting and target setting.
- can be monitored by the school senior leadership team and Governors.

Aims:

Assessment of and for learning is essentially ongoing, and should be seen as an integral part of an interactive learning process. The main purpose of assessing a pupil is to enable him/her to make the best possible progress in the development of skills, knowledge and understanding (Assessment for Learning)

Assessment, Recording and Reporting of pupil achievement is needed:

- to lead to improvement in learning outcomes for all pupils.
- to inform planning of individual programmes, focusing on priorities for future learning
- to plan for progression, and maintain consistency and continuity.
- to provide a detailed picture of the learner and the learning process
- to inform the contents of reports to parents.
- to promote consistency between staff and others assessing the pupil
- because we are accountable to pupils, parents, Governors, LA, DfE, Ofsted.
- to provide evidence of the value the school adds to pupil achievement.
- so that at short notice, a supply teacher could continue with individual pupil programmes

Implementation:

In order to allow us to record pupil's prior attainment every pupil will have an initial assessment against SCERTS within 6 weeks of starting at the school. Nursery pupils will also be assessed against the EYFS Framework.

Pupils will be regularly assessed so that we can monitor the rate of progress each pupil is making. Formal assessments will take place at the end of each term. Standard National Curriculum tests would be used for any pupils reaching this level of attainment. This will be unlikely for pupils with SLD.

The Assessment Manager will liaise regularly with the Curriculum Manager to ensure that assessment and the curriculum are integral to each other and not separate entities.

Assessment data is stored electronically in SOLAR and on a bespoke assessment tracker (Excel) (see appendix 2). This programme and tracker is used to produce the information needed for data analysis and to analyse the data.

THE COMPONENTS OF ASSESSMENT AT LAKESIDE ARE:

Baseline Assessment:

When a pupil first starts school (regardless of age) we will carry out an assessment against the SCERTS framework within 6 weeks of them starting school. Baseline assessment in Early Years Framework will also be carried out for Nursery pupils. This will provide us with baseline information against which to monitor progress. This baseline assessment will give us the information needed against which to make comparisons, at a later stage, in relation to value added and pupil progress.

Initial Target Setting:

Individual targets will be set within the first two months of a pupil starting at Lakeside, regardless of the age of the pupil. These targets are linked to the objectives on the pupils' Education Health and Care Plan. The results of the Baseline Assessment are used to inform and support this process. A multi-disciplinary approach is used – with input from speech/physio therapists, and parents are invited into school to discuss and agree the targets.

Early Years Foundation Stage Profile:

It is a statutory requirement to complete the Early Years Foundation Stage Profile (Early Years Steps) on every pupil as they reach the end of the Early Years Foundation Stage. This Profile provides a summary of each pupil's development in relation to stepping stones and early learning goals. Teacher Assessments are made on the basis of accumulated observations and knowledge of the whole child.

Routes for Learning

These assessment materials will be used for pupils with PMLD as a way to measure their progress focusing on early communication, social interaction and early cognitive development. Routes for Learning is specifically written to take into account the complex needs of learners with PMLD and the interaction between the sensory impairments, motor disabilities and medical problems that many of them experience. This assessment takes a holistic view of learners and focuses on how they learn. The Routemap provides an overview showing key milestones which every learner will go through, although the routes they use to get there may vary according to their physical, sensory and learning needs. The senior lead for sensory learning will review the Routemaps at Pupil Progress Meetings with class teachers.

Autism Assessment

We use 2 main assessment procedures for our pupils with autism:

SCERTS (social communication, emotional regulation, transactive support) by Prizant, Wetherby, Rubin, Laurent and Rydell. This assesses pupils to give an accurate picture of the functional difficulties and strengths relating to the core barriers created by autism spectrum conditions.

Sensory Profile: (Clements and Zarkowska), this assesses the pupils to ascertain where their therapeutic needs are in relation to sensory input. The information that it provides enables us to personalise interventions and environments for these pupils. It also supports the pupils themselves to learn how to regulate their emotions.

Teacher Assessment:

SCERTS and Engagement assessments take place at the end of each term. Teachers upload termly progress in to SOLAR and the assessment tracker. Students are RAG-ed and those flagged up as underachieving are discussed, interventions put in to place, and the impact of the interventions are reviewed each term by class teams and senior leaders.

Teachers upload photographic evidence into EHCP documents termly, alongside written evaluations. Videos (where required), will be shared during Annual Reviews. Pupil Pen Pictures are updated at least yearly, ready for transition. (Please see Appendix 3 for Key Assessment Points requirements.)

From Year 10-14, pupils at the Birchwood provision are assessed using the AQA Unit Award Scheme.

Procedures

The Assessment Managers meet with teachers for Pupil Progress Meetings prior to Annual Reviews. Together they review progress and discuss targets for all areas above. Teachers update the assessment tracker on a termly basis which is also reviewed at this time.

It is a statutory requirement to collect assessment data. The Government collects data at the end of the summer term as part of their data collection exercise along with SAT's results and end of key stage data. The data is also collected and analysed by the Local Authority as part of their data collection process.

Statutory assessment tests (SATS)

Pupils with SLD are by definition working at much lower levels than their mainstream peers and are extremely unlikely to reach levels required to take SATS tests.

Individual Pupil Profiles, & IEPs:

Individual Pupil Assessment Profiles for Foundation Stage Profiles and SCERTS, together with IEP data on percentages of targets achieved are provided from the SOLAR database at the time of the pupils Annual Review of Statement/EHCP Conversions. The aim of these profiles is to give an 'at a glance' overview of the level of each pupil, and the progress they are making.

Recording Progress:

Progress is recorded through SOLAR and a bespoke Excel assessment tracker. Evidence is entered by teachers in the form of criteria for the level/area, a description of the activity, the context, and relevant photographs/video on to EHCPs, together with dates of achievement.

Reporting to Parents:

The main method of reporting to parents is through the Annual Review of Statement / EHCP and the Annual School Report which generates the IEP. The annual review process, where previous targets are reviewed and new targets are set, meets the statutory requirements in reporting to parents, and the additional information on other areas of progress and development provides much more detailed information on each curriculum area. The class teacher writes them with contributions made by other teachers who work with the pupils i.e. for Music, Sensory, Intensive Interaction, Swimming, etc.

The Head and Deputy Head quality assure the Annual Review reports and the targets set by class teachers.

The Annual school report provides detailed information for parents regarding their child's progress against our assessment procedures. On each report there is an explanation regarding how our assessment procedures work and the school's expectations for progress for all pupils.

The school uses The MarvellousMe App and encourages parents/carers to sign up. In this way they can be kept informed of moments of interest and achievement in their child's school life.

Self-Assessment:

It is essential that pupils, whatever their level of ability, learn to assess and know their strengths and needs. We believe that pupils have the right to direct their own learning. When students evaluate themselves, they are assessing what they have learnt, need to improve, and what they would like to learn. At Lakeside, we are committed to teaching the skill of self-evaluation. We believe it is possible to learn this, with differing levels of sophistication, at any age and any stage of learning. For our pupils the resulting ability to advocate for themselves, even if it is just to communicate what they like and do not like is imperative. Pupils will learn to set goals independently or with assistance that they feel they can attain with the new knowledge they have about themselves. Effective feedback from staff as learning is taking place is the most powerful learning tool. Ensuring continuous feedback throughout the lesson, rather than feedback at the end of the lesson is shown to have a major positive impact on learning. For more information on our approach to assessment for learning, please see our teaching and learning policy and the top tips for assessment for learning in Appendix 2 of this document.

Equal Opportunities:

By monitoring the curriculum coverage and experience of every individual pupil, and by monitoring the targets that are set for each pupil and their rate of progress, we will as a school be able to identify if all pupils are having access to a curriculum to which they are entitled and which is relevant to their special needs.

Continuity and Progression:

Precise and rigorous assessment, recording and reporting procedures enable pupils to make the best possible progress in the development of skills, knowledge and understanding, and will allow consistency of teaching and learning when pupils change class and/or teachers. The Head and Deputy Head monitor pupil progress through scrutiny of annual review reports, supporting the setting of individual pupil targets, pupil progress meetings and regular lesson observations. The Head and Deputy Head also monitor pupil progress through analysis of Teacher Assessment levels. Pupil progress is analyzed against the benchmark given in the National Strategies Progression Guidance 2009-10 and the SSMAg Moderated Guidance. External monitoring is routinely conducted for end of Key Stage Assessments (SAT's); 'P' Level assessments and Early Years Foundation Stage Profiles, as well as externally accredited courses. The senior leadership team regularly reviews this process.

Resources:

A budget is provided which allows for staff who require training in all or any aspects of assessment, recording and reporting to access relevant courses and support. Funding is also required to continue with and develop the SOLAR package.

Appendix 1

SOLAR

SOLAR For Schools is an online pupil assessment tracker for children with special needs. It allows us to record pupil progress for any assessment framework and upload evidence SOLAR allows us to set targets, create IEPs/EHCPs and record behaviour incidents. It can generate progress and moderation files, graphical analysis reports and achievement data

Using SOLAR we can capture in one assessment package the variety of assessments used to capture the holistic progress of our pupils.

The SOLAR package allows moderation against assessment such as WS P Steps through the extensive family of schools using the tool which is invaluable.

Progress is tracked through the use of stars within SOLAR. The Stars are defined as: 'Emerging', 'Developing' and 'Secure'.

Emerging: The pupil is being taught a skill and is beginning to show an awareness of the taught skill. The pupil has been observed, intermittently, on occasion, performing the skill with support. Teachers to plan activities and work to encourage skill development.

Developing: The pupil is able to revisit some prior knowledge and is given time to practice previously learned skills through using recall. The pupil is able to apply the skill in a familiar space, lesson and with a familiar person. There will be some use of visual and gestural prompts to aid pupil.

Secure: The pupil is consistently able to transfer and apply the skill across a range of activities, actions, places and with a range of different people.

Appendix 2

Tip	Why is it important?
Use the language of learning	<p>It changes the focus from 'doing' to 'learning'.</p> <p>The process of learning becomes more explicit.</p> <p>It has an effect on the whole culture of the school, affecting what you notice, what you value, how you plan, how you behave ...</p>
Plan backwards	<p>By starting with the end clearly in mind, the destination gives the teaching backwards process shape, direction and structure – building up skills and experiences needed.</p> <p>An end product might be a piece of work or a set of skills and attitudes.</p> <p>It can help to clarify whether an outcome is the purpose of the learning or whether the outcome is a way of demonstrating that students have engaged or explored topic.</p>
Split the learning intention from the context	<p>Splitting the context from the skill allows you to transfer and practise the same skill in many different situations, and curriculum areas.</p> <p>If you are clear about the skill you want to develop you can change the context to;</p> <ul style="list-style-type: none"> • motivate the child • differentiate the context for different children's interests • adapt resources so everyone can get success • whilst giving everyone their entitlement to exploring the same skill/s • to take advantage of an unexpected opportunity that has presented itself
Develop success criteria	<p>By sharing and developing hints/tips/ ideas for students use as they are doing a task/learning activity the student becomes more in control.</p> <p>You are really sharing with them explicitly some of the things that may make them more successful as they are learning.</p>
Modelling	<p>Modelling is a very powerful means of teaching. Students will pick up behaviours as well as outcomes, if adults model rather than tell them what to do.</p>
Positive learning environment	<p>The surroundings in which learning takes place have an impact on the learners. Some of the 'hidden' messages in classrooms may sometimes contradict the school's beliefs. Do the learning environments that show the children as crew rather than passengers?</p>
Promote independence	<p>Learnt dependence will not serve the students well in the long run. The idea of support being 'just enough' so that the student can take part and achieve and keep as much independence as possible. The Goldilocks principle – not too little, not too much but just enough.</p>
Effective feedback	<p>Effective feedback as the learning is taking place is the most powerful learning tool. Ensuring continuous feedback (more like coaching)</p>
Questioning or 'real conversations'	<p>Questioning is what adults spend a lot of time doing, so it is worth taking some time to explore : what kind of questions are being used, how effective they are and whether there might be some alternatives.</p>
What would your 10th one be?	<p>Many of these tips are inter-related. Don't just use ours. Add your own ideas.</p>

This appendix is taken from the following publication:

"**Top Ten Tips for Assessment for Learning**, an alternative approach to writing another policy"

It is written by the Hertfordshire group for assessment for learning within severe learning difficulties. It is available in hard copy and at: www.aflinsld.org.

Each teacher in school is entitled to a free copy as part of our commitment to this approach. Please see Lynnette Johnson or Lynne Frewin.

Please check out the website for more info on AFL, it is brilliant.

Assessment and Reporting Guidelines 2024/2025

**All data to be recorded/added to Excel Assessment individual glass grid please
(Teacher Drive: Assessment /Assessment 24-25 /Assessment Recording/Class Name)**

September 24	<ul style="list-style-type: none"> Red pupil information given to teachers for discussion Baseline SCERTS/Engagement model (3rd week of term)
October 24	
November 24	<ul style="list-style-type: none"> Red/Amber SCERTS pupils: interventions/expected impact completed
December 24	<ul style="list-style-type: none"> Engagement scale % data SCERTS on Solar (RAG on recording sheet & complete impact/intervention) EHCP evidence uploaded Update Behaviour Plans
January 25	<ul style="list-style-type: none"> Discussions around any red SCERTS/engagement pupils Baseline SCERTS/engagement model at start of 3rd week of term
February 25	
March 25	<ul style="list-style-type: none"> Engagement scale % data (RAG) SCERTS on Solar (RAG on recording sheet & complete impact/intervention) EHCP evidence uploaded Update Behaviour Plans
April 25	<ul style="list-style-type: none"> Baseline SCERTS/Engagement model (3rd week of term.) (RAG on recording sheet & complete impact/intervention)
May 25	
June 25	<ul style="list-style-type: none"> Update all Pen Pictures Update all Behaviour Plans
July 25	<ul style="list-style-type: none"> Update Early Years Levels for EYFS pupils EHCP evidence uploaded to Solar Update Routes for Learning (if applicable) Update SCERTS/Engagement scale % data (RAG on recording sheet & complete impact/intervention)

New Pupils

- Baseline all new pupils within 6 weeks (Early Years Levels/SCERTS/RfL/Engagement Model)
- Initial target setting for new pupils within 8 weeks

PPM Meetings.

- Annual Pupil Progress Meetings with SLT/SALT to be held min 5 weeks prior to review meeting date. At these meetings IEP targets, SCERTS, EY Steps, RfL, & Engagement Model will be reviewed and new targets set including SALT (teachers to update data before PPM), complete PPM and bring to meeting with RAGB ratings, together with Solar print out. Please arrange PPMs with the appropriate person (LJ, LF or SG, and JT- middle school).
- Reba to add new IEP targets to proforma within 2 weeks of review meeting. A new EHCP document will be created after each review.

EHCPs

- EHCP evaluations and evidence (photos) to be updated termly

Marvellous Me

- Photo/Message to be sent to parents/carers via Marvellous Me, 1 per pupil per week

PfA folders: For applicable classes to update and present at EHCP reviews to parents.