

Assessment, Recording and Reporting Policy

The Brook Primary Special School

Reviewed December 2014 Hannah Gibson



Contents

Assessment

-Purpose

-Aims and principles

-Assessment for Learning

- Responses and incidental observations
- Involving pupils- self assessment
- Involving all staff, including MDT

-Links with the curriculum

-Entitlement/statutory assessments

- Baseline
- SATS and MFL
- IEP's
- Profiles

Recording

-Yellow files

-P-levels and National curriculum levels and tracking

-Portfolios of work

-Focus pupil week and learning journeys

Reporting

-Annual Reviews

-Parents/carers

-Governors

-End of key stage reporting

-Website reporting

Monitoring and Support

About this Policy:

This policy lays out the assessment, recording and reporting practices, approaches and systems of the Brook Special Primary School. After reading this policy:

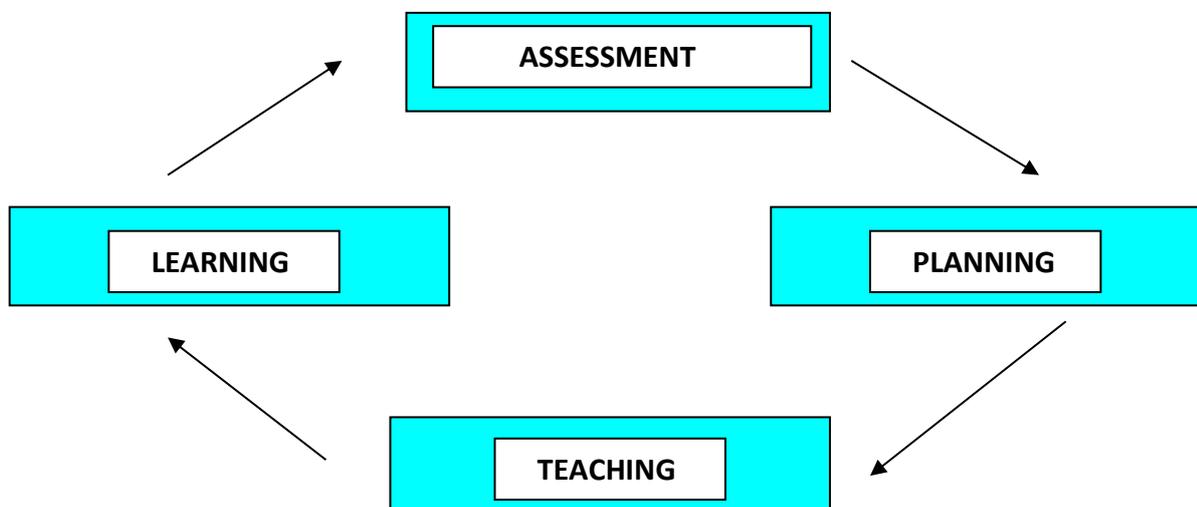
- all staff should understand the expectations of them and what they can expect from each other in relation to this area of school practice
- governors should be able to understand where children are going in their learning and what they achieve or where they develop to
- Parents/carers should be able to understand exactly where their children are in terms of their development and their achievement

Assessment, Recording and Reporting

The purpose of this document is to show how pupil progression in all areas of the curriculum is planned, assessed, responded to and reported at all levels.

Planning, assessment, record keeping and reporting are inter-related. They are all integral parts of the teaching process. Record keeping is concrete evidence of some form of assessment of a pupils learning and effectiveness of teaching. More will be assessed than recorded and more recorded than reported.

Assessment diagram:



The Purpose of Assessment

Assessment is an integral part of teaching and learning. It serves several purposes:

- 'formative' (Assessment for Learning) provides information for the teachers to plan the next steps in pupils learning. Assessment is not an end in itself; its main purpose is to support teaching and learning by identifying what pupils already know and can do and what their next step should be. Assessment for Learning is an integral part of teaching and learning, which is evident in every lesson.
- 'diagnostic' and 'functional' assessment provides more detailed information about pupils individual strengths and weaknesses
- 'summative' assessment provides a means for the recording of overall achievement of a pupil in a systematic way usually at the end of a term, year or keystone.

Aims of Assessment

- To establish as accurately and honestly as possible the pupil's level of function in all areas of the curriculum;
- To provide a starting point/baseline for future decisions regarding the pupils individual curriculum needs and learning programmes in order to set achievable goals;
- To relate back to the pupils statement;
- To monitor progress and acknowledge achievements;
- To demonstrate continuity, progression and development for individual pupils;
- To report achievements to parents/carers and to provide a basis for discussion with parents/carers and other professionals regarding the pupils progress and future needs;
- To monitor the appropriateness of the individual teaching programmes devised;
- To inform future planning;
- To offer teachers the means to evaluate their teaching methods.

Assessment at The Brook – expected practice

Effective teachers hold a great deal of information in their heads and it is not possible to commit all of this to paper. However, we believe that when teachers identify and record in advance what they intend to assess during a lesson and then record the outcomes of this assessment in a systematic way, it is more likely that the information will contribute to a developing picture of each pupil's attainments and learning needs and influence teachers' future plans.

A good teacher will:

- identify each pupil's strengths and the priority areas for their future learning
- establish where the pupils are in their learning
- identify an appropriate curriculum for each pupil?? – why in this context??
- identify “next steps” for each pupil and carefully plan a route to their learning destination expressed as a clear learning objective
- make regular checks on progress over time by identifying progress within individual lessons or a series of lessons
- make adjustments to the “next steps” as pupil progress dictates
- evaluate and improve the teaching strategies for each pupil
- support pupils, where appropriate, to monitor their own learning
- identify, celebrate and share achievement using evidence to adapt what happens in the classroom to meet the learner's needs

	Where is the learner going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding access needs and learning intentions	Engineering, planning effective tasks, activities and possible discussions which elicit evidence of learning	Providing feedback, praise etc. to move learners forward
Learner		Motivating pupils as owners of their own learning	
Peer		Activating and motivating pupils as a learning resource for one another	

Assessment framework in relation to access to learning for pupils with PMLD;SLD and ASD – additional issues

Pupils with significant medical needs, including degenerative conditions; those in the earliest stages of development and those with challenging behaviour make particular demands on the assessment process e.g.:

- it is very difficult to assess a pupil's attention to stimuli if they are only alert for part of the day or if their postural management is such that they can show few unambiguous responses. For these pupils, the initial aim of assessment may be to identify potentially reliable responses and, over time, to build a profile of stimuli likely to elicit a response.
- it is difficult to assess/access learning before a pupil is able to manage their own behaviour sufficiently to focus and show consistent responses.

- our pupils' progress is not always linear and skills are rarely generalised spontaneously. Teachers need to use their professional judgement in analysing the outcomes of any assessment, particularly one that depends on a published tool or on an observation made on only one occasion.
- we need to be alert in our observations of pupils responses, some of which may be fleeting
- we need to be observing lessons and pupils' responses consistently and using consistent language to do so
- parents/carers are crucial in gaining both formally and informally an understanding of the significance of what we see in order to determine the quality of learning
- judging the quality of pupils responses in class and around the school-are they different in different circumstances?; (don't think we need this)

Responses and Incidental observations

Responses involves sharing what we know about our pupils and the quality of their responses as we see them from day to day. As class staff, we know each individual pupil very well, which helps us interpret the meaning, significance and quality of their responses. The nature of the pupils responses is an indication of their attainment and how well they are learning.

We need to be;

- consistent in recognising and recording observed responses
- specific in providing examples of the responses of pupils e.g. A. showed he participated by anticipating and reaching out for the ball as it was passed round the circle; or V. showed that she was aware that a noise had been made by turning her head briefly towards the sound.
- aware of the developmental sequence in that progress can be lateral as well as linear. Pupils can deepen their understanding and have a widening of experiences without being necessarily ready to move to the next level. ASD pupils may have 'spikey profiles' meaning that they excel and progress quickly in one area of the curriculum but make slower progress in others. This is accounted for in the planning and assessment process.
- continually talking to other adults about pupils responses

Incidental observations

Alongside planned assessment we also seek to identify key achievements outside the planned learning outcomes.

Assessment of pupils is going on all the time in class and around school. This usually involves unplanned observations of pupils in the many different contexts that occur in school life. Such observations often provide useful clues to individual needs and are part of the planning and assessment process.

A pupil may demonstrate in one lesson a skill which has been worked on in another curriculum area or show a response related to the focus area but not the same as the learning objective.

We also seek to be alert to the 'wow moments', where a pupil engages in a task for the first time or unexpectedly displays a skill or an attitude which has not previously been observed (for example, attracting an adult's attention for the first time or accepting close proximity with another pupil). These significant steps need to be noticed, shared and recorded e.g. it could be written down on a post it note for an individual pupil or written up on a specific class observation sheet. These incidental observations need to be used to plan next steps and used as records.

The spontaneous observation sheet/post it note area needs to be prominent and easily accessible e.g. pens available for all staff to write down observations of pupils.

Self Assessment-involving pupils

Whenever possible, pupils should be involved in their own assessment by reflecting on their experiences and setting their own targets. We involve pupils in recognising and assessing their progress in ways that reflect their level of understanding. We want our pupils to recognise their success and feel pleased with their achievements, this should increase their self-awareness and improve their self esteem. We realise that for many of our pupils, especially those with PMLD, this will be difficult but some ways of encouraging pupil involvement could be;

- Personal evaluation and reflection within the class group at the end of a lesson/day or week, celebrating what each pupil (especially the weekly focus pupil) has done and reviewing in relation to learning objectives. This also takes place on a whole school basis at Friday assemblies (see collective worship document)
- Through the use of recording procedures i.e. pupils are involved in recording outcomes for themselves and the class e.g recording pupils choices for drinks and measuring and recording the growth of a plant
- Pupils are also encouraged to look back through their 'Special Books', 'Learning Journeys' and their work samples including videos, photos and pieces of work and self assess in a way that is appropriate to them e.g. giving comments about pieces of work, choosing what they liked doing best, selecting a piece to be displayed.

- Some pupils are able to understand their IEP goals and targets and the objectives set for each lesson. Classroom staff will help them to understand the progress they are making and what they need to do next to continue learning 'next steps'.
- Some pupils are able to recognise when they have done well during a lesson, either from the outcome or because they know that staff are pleased with them. Some are able to respond to a structured system of rewards that in time will enable them to understand the desired outcome. Once pupils are able to understand formal language they should be given specific, honest feedback (e.g. 'you looked at your book' rather than 'good boy').

Involving SNA's/SMSA's and the multidisciplinary team

Although teachers are responsible for ensuring that assessment is planned for and takes place, all members of the classroom team are involved in assessment during lessons and in sharing the information with teachers. This means that they need to be aware of the goals and targets within IEPs and of the learning objectives for each lesson. Other professionals (e.g. physiotherapists and speech and language therapists) make separate assessments of pupils' progress in their specialist areas as well as observing progress during the lessons in which they support pupils. This information is shared with teachers, so that they can use it to inform future lessons and to set future targets. Therapists provide functional assessments, support and advice for teachers when writing schemes of work in relation to access to all areas of the curriculum plus specialist areas such as the dark room.

Links with the curriculum-Schemes of Work

Curriculum Leaders (see curriculum leaders policy) write a termly 'bank' scheme of work for FS/KS1 and for KS2 for their curriculum area based on the topic/subject/programme of study. They are responsible for the on-going development and monitoring of these schemes of work and for a budget to ensure learning is adequately resourced.

Each class teacher is expected to produce schemes of work for their class using the 'bank' schemes of work to aid them. Each scheme of work that a teacher writes identifies Learning Objectives i.e. what we want the pupils to learn over the term in relation to skills, knowledge and understanding; Activities i.e. a range of activities differentiated for each pupil dependent on their individual objectives and outcomes (assessment opportunities i.e. how pupils will indicate that they have learned or achieved the learning objectives-see guidelines for teachers). Teachers write schemes of work in a way that suits them and their pupils, some write medium term plans that show week to week activities and some write a half termly topic web that gives ideas for activities and then do weekly planning to incorporate objectives/outcomes.

Schemes of work must be accessible in the classroom, this is especially important if the teacher is absent. A notice should be displayed near the timetable stating where schemes of work are kept.

In addition to schemes of work, teachers and SNA's plan around a weekly 'focus pupil' (see recording for more information on 'focus pupils')

Entitlement/Statutory Assessments

Baseline Assessments

Before admission to the school:

- A meeting with the class teacher, either at home, current childcare setting or school takes place either before starting at school or soon after. If there is a Team Around the Child TAC, a transfer meeting takes place and information handed over to the school through the key stage leader and/or teacher.

On admission to the school:

- The parent partnership co-ordinator and/or class teacher undertakes a home visit to complete a **Child and Family Profile**, alternatively this can be done in school.
- An **Early Days Review** meeting takes place after the pupil has started school to negotiate around future educational objectives and ensure a smooth transition
- Teachers carry out **Initial Assessment using the Haringey Early Years Profile HEYP** in Reception and on the Equals baseline assessment?? when they start school, within the first half term P-levels in KS1/2.

Tracking

Pupils are tracked in Reception using the HEYP and using P-scales and B-squared (for those on national curriculum levels) from Years 1-6 using our Framework, which breaks p-levels down into sub-levels so that progress in smaller steps can be tracked. Teachers update pupils p-levels/NC levels every 6 weeks when they are the 'focus pupil'. The Deputy Head leads moderation sessions and inputs data into CASPA each academic year. This is reported to parents at annual reviews and to the local authority at the end of each key stage (see reporting).

SATS and MFL

Pupils are disapplied from end of Key Stage Tests and tasks on their statement of special educational needs and also on an individual basis for modern foreign languages.

Individual Education Plans (IEP's)

IEP's are set annually at the pupil's annual review of the SEN statement. These plans identify the pupils current overall learning priorities from their statement. These are broken down into smaller, achievable termly targets addressing curriculum areas. The **termly targets** are reviewed and evaluated at the end of every term and outcomes used to inform planning for next term's priorities. Joint planning sessions between the class teachers, S<, physiotherapists; occupational therapist and other therapists at the end of every term are held around the individual pupils termly targets.

Termly targets should be kept in **pupils yellow assessment folders** and/or prominently displayed in class.

Pupil Profiles

These are another form of functional/summative assessments used throughout the school and are kept in the pupils yellow file and/or displayed in class, these are;

- Communication Profiles- all pupils
- Eating and Drinking Profiles-individual pupils
- Behaviour Profiles
- Sensory Profiles-individual pupils eg Visual/Hearing Impairment Profiles
- Lifting Profiles-individual pupils

These should be reviewed annually in conjunction with the appropriate therapist/teacher (see 'Guidelines for Teachers')

All Profiles should be kept in yellow files and/or displayed and easily accessible and be up to date.

Recording

In judging the effectiveness of our provision we ask, 'Are all our pupils doing as well as they can?' For pupils with profound and multiple learning difficulties, Autism and other learning difficulties judgements of achievement need to be underpinned by a range of evidence.

Records are an important piece of the 'jigsaw of evidence'. The quality and reliability of records are vital to present a convincing picture of progress and thereby contribute to judgements about achievement. They give evidence of changes in pupils attainment, behaviour and personal development over time. They include;

Yellow Files (Sharing Information)

Each individual pupil has a 'Yellow File' which accompanies them as they move through the school. This contains pupil information including assessment (see appendix 1 for index),

they are kept in classrooms and are easily accessible and updated regularly (every 6 weeks when the pupil is the 'focus child' or when necessary e.g. a change to a behaviour profile).

Comparison and Analysis of Special Pupil Attainment CASPA

An assessment tool called CASPA (Comparison and Analysis of Special Pupil Attainment). This program enables the progress of the pupil to be compared with that of pupils with similar profiles of educational need in other settings. The program also demonstrates whether the pupil has reached expected levels in each subject and enables comparisons of attainment to be made in subjects throughout the curriculum. Updates to P-levels are recorded every termly for each pupil on an electronic workbook (see tracking and reporting)

Portfolio of samples of pupils work

Each teacher keeps samples of pupils work in a format that is appropriate to the class/individual pupil. In the EYFS and some of KS1 pupils have 'Special Books' which are large A3 scrap books containing samples of pupils work, with annotations/photos/videos/observations, these are entered in chronological order and not divided into subjects, although annotations make it clear as to what the session covers. Senior leadership team and curriculum leaders monitor these scrap books to ensure coverage of all areas of the curriculum.

Some teachers choose to carry on with the 'special books' for the transition into year one and some move to using box files or individual subject files, for example, if a pupil is doing daily writing work.

Each sample should be marked with the pupils name; the date on which it was produced; any additional notes needed to identify the context and degree of help required. With samples of work, teachers should be considering the 'next steps' for pupils to maintain the observation-planning-assessment cycle.

Samples should be 'weeded' from time to time so that over time the samples retained show aspects of the pupils development and progress. The samples selected should record the pupils work to show what the pupil does over time within a number of activities. The activities can include tasks that form part of an individual programme or illustrate the broad curriculum.

Videos are often used by teachers at annual reviews to show parents the activities that their child has taken part in and the progress their child has been making over the year. Please see your team leader for availability of cameras and how to use them.

Focus pupil week and Learning Journeys

Each class team has a rota as to which is the focus pupil for each week. As most class groups have 6-7 pupils, a pupil will be the 'focus child' for a week each half term (also see links to curriculum section)

Teachers and staff make contact with parents/carers and ask for information as to what their child is enjoying doing at home and/or ask them to send in an item or a photo for the class to see. Staff plan activities in as many curriculum areas as possible for the week around that pupil and incorporate the activities into their weekly and daily plans, they also look at links to IEP's. Special achievements or photos/videos or a piece of work for that pupil is added to their 'Learning Journey' Folder which follows them through school and is presented in Year 6 or transition to another school.

Reporting

Annual reviews (for more details see guidelines for teachers)

This review fulfils the legal requirement to review a child's statement annually and to report to parents on a pupils progress within the National Curriculum. It is also the time at which we formally disapply pupils from any part of the National Curriculum or statutory tests and tasks necessary.

We involve parents in the Annual Review process by seeking their views on their children's progress and priorities for the following year and sending them draft copies of the planned IEPs in advance of the review meeting. We also send parents details of the progress made against IEP goals and targets at the end of each term. Teachers write a full report of the activities in which each pupil has taken part and the progress they have made at the end of each year and this document includes details of National Curriculum assessments. Year 6 pupils are invited to attend their annual review.

Parents/carers

Parents/carers are seen as partners in the education of their child. They are invited to the statutory Annual Review of the pupils Statement of Special Educational Needs during which any changes to the statement are put forward, progress discussed and targets for the Individual Education Plan set. There are also parents open evenings to review progress and termly targets.

Parents/carers are also sent a copy of their child's individual timetable, class timetable, termly targets (evaluated and new) and newsletter at the beginning of the term. Parents can ask to see teacher planning and planning overviews and they are available on the school's website.

Teachers have regular contact with parents by phone and home/school book which is written in daily (these get transferred to the yellow files when full to form part of pupil records). For more details see Home/school agreement.

End of key stage reporting

- At the end of reception year, HEYP scores are submitted to the LA
- At the end of KS1 and KS2 p-level and national curriculum levels are reported to the LA.
- Teacher assessments are reported to the DFE at the end of each key stage

School Website

The school website reports information regarding assessment by reporting on:

- pupil premium outcomes for spending
- CASPA analysis against gender/ethnic origin/Free School Meals etc.
- Pupil progress results
- Intervention groups

Monitoring and Support

The School Leadership Team aims to:

- Ensure that all teachers know what is expected of them with regards to assessing pupils.
- Help teachers make well-founded judgements about pupils' attainments and progress
- Track the attainments and progress of individual pupils and pupil groups over time and compare the progress made by different groups of pupils to ensure that no group is disadvantaged.
- Provide parents with accurate information about their child's attainments and progress.
- Monitor practice in assessment and the use made of assessment information
- Collate information that enables the Governing Body to evaluate practice across the school.
- Use assessment information when planning training and the deployment of resources.

The Deputy Head Teacher DHT aims to induct new members of staff, giving information to staff regarding assessment procedures to be undertaken at agreed times, supporting individual staff in the process of assessment and to co-ordinate and lead INSET relating to assessment. As part of the ongoing monitoring process the DHT will work with the Lead for teaching & learning and curriculum leaders to carry out learning walks to ensure that standards are consistent throughout the school (see learning walks). The Deputy Head teacher will work alongside the Lead for Teaching and Learning and Curriculum Leaders to lead the moderation process which involves subject leaders moderating teachers records and judgements and supporting them in making their decisions (see moderation policy for more information)

The Lead for Teaching and Learning assists the DHT with the above and will monitor the schemes of work and support curriculum leaders in developing their curriculum areas.

Team Leaders will monitor individual pupils termly targets for their departments to ensure pupil progression and continuity and will establish support sessions with class teachers to advise on all aspects of school policy and practice, assist with problems of timetabling and frequency of recording, discuss needs of individual pupils (see guidelines for teachers)

Curriculum leaders will carry out yearly supportive 'Learning Walks' to look at how their curriculum area is being planned for and assessed, they offer advice on how teachers can continue to improve (see Learning Walks policy/Curriculum leader role). Senior leaders then collate this information to get an overall picture of teaching and learning in the school.

All teachers have a responsibility for the assessment of the children they teach. Where necessary, training will be arranged to support all teachers in this role. It will be provided as part of an induction programme for teachers new to the school and as part of an ongoing CPD programme.

Appendix 1

Individual Assessment Folder (Yellow) Index

Section 1

- Individual targets (current and past, most recent at the front)

Section 2

- EYFS Profile point summary
- P-level and B-squared Assessments

Section 3

- Observations (incidental and planned)

Section 4

- Child & family profile
- Behaviour profile
- Health and information from MDT
- Other Information (toilet training/eating & drinking/home visits etc.)
- Reports/ letters from other professionals
- Complete home/school books

Section 5

- Annual review reports
- Haringey Early Years Profile and other tracking info

Appendix 2

Assessment: Good practice in the Early Years

Using this guidance to support each child's learning and development

Development matters can help practitioners to support children's learning and development, by closely matching what they provide to a child's current needs.

On-going **formative assessment** is at the heart of effective early years practice. Practitioners can:

- Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home (**observation**).
- Consider the examples of development in the columns headed 'Unique Child: observing what children can do' to help identify where the child may be in their own developmental pathway (**assessment**).
- Consider ways to support the child to strengthen and deepen their current learning and development, reflecting on guidance in columns headed 'Positive Relationships' and 'Enabling Environments' (**planning**). These columns contain some examples of what practitioners might do to support learning. Practitioners will develop many other approaches in response to the children with whom they work.
- Where appropriate, use the development statements to identify possible areas in which to challenge and extend the child's current learning and development (**planning**).

This way of teaching is particularly appropriate to support learning in early years settings.



Summative assessment

The EYFQ requires early years practitioners to review children's progress and share a summary with parents at two points:

- in the prime areas between the ages of 24 and 36 months
- and at the end of the EYFQ in the EYFQ Profile

Development Matters might be used by early years settings throughout the EYFQ as a guide to making best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age. Summative assessment supports information sharing with parents, colleagues and other settings.

Appendix 3

Relevant Studies:

- Fuchs and Fuchs (1986)
- Natriello (1987)
- Crooks (1988)
- Bangert-Drowns, et al. (1991)
- Kluger & DeNisi (1996)
- Black & William (1998)
- Nyquist (2003)
- Dempster (1991, 1992)
- Elshout-Mohr (1994)
- Brookhart (2004)
- Allal & Lopez (2005)
- Koller (2005)
- Brookhart (2007)
- William (2007)
- Hattie & Timperley (2007)
- Shute (2008)