

Laleham Gap School – LGS31 Assessment Recording & Reporting Policy

Kent County Council

Education Learning and Skills Directorate



Date: March 2016

Next Review: March 2019

Owner: Deputy Head Teacher

Laleham Gap School – LGS31 Assessment, Reporting and Recording Policy

1. Security Protective Marking

Not Protective Marked

2. Summary of Changes

The following changes have been made to this policy:

- Statutory Requirements: dissemination of information
- School Assessment Agenda: pupil progress data; subject-based target-setting
- Therapy: recruitment
- Planning: pupil seasonal reports and annual review
- Using Assessment in School Evaluation: progress information and tracking cohorts and individuals
- External National Awards: range of accredited subjects
- Record-keeping: subject targets
- Evidence Collection: consistency and inform
- Reporting
- Roles and Responsibilities: Assessment Co-ordinator; Subject Leaders
- Quality Audit for ARR
- Literacy Testing
- Speech and Language Department
- Occupational Therapy Department

3. Introduction

- 3.1 The Governing Body of Laleham Gap School acknowledges both statutory provision and intentionality within Equality; Diversity and Direct Discrimination legislation* culminating in the Equality Act 2010 (effective from 1 October 2010) in drafting and reviewing this school policy. The Governing Body actively seeks to promote policy measures to cease inequality, all forms of discrimination and enhance opportunity and well-being within every aspect of the school's business for pupils, staff, governors and community stakeholders.

*Sex Discrimination Act 1976; Race Relations Acts 1976 & 2000; Childcare Act 2006; DDA 1995 & 2005; Civil Partnership Act 2004; Gender Recognition Act 2004; Equality Acts 2006 & 7 and Statutory Instruments.

This Policy was approved by governors at the Learning and Development Team Meeting held in March 2016 and will be reviewed March 2019.

3.2 KEY PRINCIPLES In Laleham Gap School

All **pupils** have an entitlement to an assessment process which:

- Accurately identifies and tracks their progress.
- Highlights strengths and difficulties in the context of speech, language and communication skills and pupils on the Autistic Spectrum Disorder together with strategies for intervention, management and treatment.
- Raises the expectation of success and celebrates a broad range of achievements.
- Provides reliable and credible information to support progression in learning.
- Is motivating and actively involves them in review and target setting.
- Promotes assessment for learning.

Teachers, Speech Language Therapists and Occupational Therapists have a commitment to assessment and reporting practices which:

- Are based on clear and shared criteria between teachers in curriculum areas.
- Are manageable, sustainable, consistent and useful.
- Meet statutory requirements.
- Support quality teaching and learning.
- Yield reliable and valid assessments.

Residential Care Officers have a commitment to assessment and reporting practices which:

- Identify pupils' areas for development and how they are to be addressed.
- Provide a focus for planning residential activities.
- Maintain links between the care and educational development of pupils.
- Highlight pupils' success and progress.
- Are manageable, sustainable, consistent and useful.

Parents have an entitlement to assessment and reporting practices which:

- Highlight their child's success and progress.
- Identify pupils' areas for development and how they are to be addressed.
- Provide them with opportunities to review and discuss their child's achievements.
- Involve them in helping to meet learning targets.
- Ensure information about their child is detailed, specific and easy to understand.

3.3 STATUTORY REQUIREMENTS

To comply with statutory requirements, there will be regular dissemination of information via staff meetings/PDMs/subject meetings/dedicated progress meetings/memoranda from the ARR co-ordinator, to ensure that staff are kept informed.

SCHOOL ASSESSMENT AGENDA

The school's priorities this year are (see SIP for full details)

- To enter pupil progress information in all subjects.
- To continue to collect, collate and analyse pupil progress data, ensuring this is completed in line with the assessment cycle and communicated to the relevant stakeholders.
- To continue to use a range of progression guidance to compare school and pupil performance with national and local data.

The SENCO, the Assistant Headteacher, Deputy Headteacher and Middle Leaders monitor subject-based target setting and deliver relevant support and inset to staff and parents as required. Teachers prepare subject specific targets to meet statement objectives. IEPs are prepared for pupils who need additional and different targets (for example: BSP, Alternative Curriculum and ACE). The SENCO is also responsible for drawing up provision maps for the school.

THERAPY

Speech & Language: The school has four part-time Speech and Language Therapists in post. In addition we are in the process of recruiting a Speech and Language Therapy Technical Instructor working with the children. The department supports designated pupils or groups of pupils according to their identified Speech, Language and Communication Needs.

Baseline assessment will be carried out on entry for those pupils identified as requiring it on their statement (unless they have been assessed within a set period of time before entry to school). Re-assessment will be carried out prior to transition to Key Stage 4 for those pupils open to the SALT caseload and/or at other key points needed for continued clinical decision making. SALT will contribute to the schools monitoring and tracking where appropriate. Following each full assessment a detailed report will be written and shared with the parents; school; School and Child Health; the GP and with any other agencies that parents have agreed.

SALT will provide information to parents at the annual reviews, in-year reviews and parent evenings (where relevant).

Subject specialists continue to revise (if necessary) their assessment arrangements in line with DfE/Ofsted/Ofqual/KASS guidance.

Occupational Therapy: The OT coordinates the programmes across the school (predominantly based in our primary provision). Pupils are assessed on entry and programmes are developed and delivered for those pupils identified in need of therapy. The sessions are run on an individual, paired or group basis, depending on needs.

Plans are monitored and evaluated regularly and pupils are reviewed annually, if OT is indicated on their statement/EHCP.

3.4 PLANNING

Planning should be matched to effective teaching, assessment and recording. When the learning intentions are clear, the assessment opportunities will be evident. Assessing is about recognising what you intend the child to be learning. Planning must include:

- Key stage coverage
- Learning outcomes objectives
- Assessment opportunities and strategies
- AfL
- What constitutes evidence of achievement.
- Differentiation

- Match to individual needs / personalised learning: using assessment information; continuity and progression.

Planning is the key to effective assessment and recording.

The Laleham Gap systems therefore try to link these elements together. Each teacher designs a Scheme of Work for a term, noting the outline of coverage across the key stage and the work for the academic year. Each unit in the Scheme of Work will cover aspects of

- Attainment Targets
- Learning Objectives
- AfL
- Activity
- Differentiation
- Assessment criteria
- Resources

Teachers may well keep a record of:

- Weekly planning/adjustments
- Daily planning/adjustments

Each pupil in years R – 6 has two verbal interim report sessions and one annual report. Each pupil in years 7 – 11 has a seasonal report and Annual Review. These are co-ordinated by the SENCO, SENCO team, Assistant Headteacher and Deputy Headteacher. All pupils who have an EHCP have a completed section F, and some identified pupils will have an individual provision map as advised by the SENCO, detailing the support arrangements and provision for day and residential pupils.

In the Secondary seasonal report all year groups will have a NC level, Aspirational grade and Effort grade sheet report sent home. The Primary report follows a more traditional style of written feedback with clear indication of the progress being made.

USING ASSESSMENT IN SCHOOL SELF-EVALUATION

Assessment could be used to:

- Gauge a pupil's performance within and across subjects, and thus establish key strengths and weaknesses.
- Provide a baseline assessment.
- Help establish value for money indicators.
- Point up where further resourcing (accommodation, staffing and equipment) is needed.
- Gain progress information and track all cohorts as vulnerable, as well as individuals (e.g. track progress and attainment results linked to baseline assessment).

3.5 ASPECTS OF ASSESSMENT

At Laleham Gap we would expect to see this range of strategies used appropriately in terms of fitness for purpose:

Involving pupils

- Self-assessment
- Lesson objectives
- Key words
- Differentiation

- Peer assessment

Teacher assessment

- Verbal
- Written test
- Discussion
- Question and answer
- Observation
- Picture
- Diagram/graph
- Practical skills
- Video/digital photos
- Using ICT
- Performance

EXTERNAL NATIONAL AWARDS (subject specific)

The school will maintain standards set out by the relevant examination boards. Guidelines will be followed and regulations adhered to. Internal pupil assessments will be carried out according to external accreditors' instructions and guidance, to ensure accuracy of awarding levels, grades or scores. Evidencing and recording assessments will be carried out according to the requirements of the various examination bodies. Evidence and records will be available to outside moderation and inspection.

We will continue to revise our offer of a broad range of accredited subjects so our students can accredit their progression of skills. We endeavour to offer a broad number of subjects in line with specifications and guidance as set and linked with Achievement 8, Progress 8 and EBACC. We continue to balance the maximum number of subjects offered with students' ability to engage and manage the curriculum in line with their individual needs as specified in their diagnosis. This means our core offer continues to remain 5 robust accredited outcomes up to GCSE or equivalent that demonstrates progress in line with national expectations.

PEER GROUP ASSESSMENT

- Presentations
- Using ICT
- Reviews with pupils
- Reading conferences/interviews
- Report backs
- Collections of work over time
- Peer evaluations

Assessment strategies employed also acknowledge the secondary strategy and Assessment for Learning.

3.6 MARKING POLICY

See separate document.

3.7 RECORD KEEPING

We believe that records should be useful and manageable.

Teachers

Every teacher will:

- Maintain an individual pupil record for their subject which maps progress.
- Identify the next steps in learning.
- Set subject specific targets which are monitored and reviewed regularly throughout the year and reported to parents in the annual review, EHCP reviewing process, verbally in the parents meetings and via individual subject specific target setting.
- Match the overall requirements of the school and meet statutory requirements.

Residential Care Officers

Residential Care Officers will act as Keyworkers for all boarders and will:

- Maintain an individual care plan
- Identify long-term objectives
- Address the objectives through short-term targets
- Report on positive achievement and progress made in relation to the care plans
- Identify weaknesses and areas for further development

3.8 EVIDENCE COLLECTION

This should be linked to:

- The development of portfolios with annotated work
- Pupil files/books
- Requirements of external accreditors
- Moderation sessions (internal and external)

and should be used to help develop consistency. It should serve to inform the school community; staff, pupils, parents, moderators, other professionals, and governors.

REPORTING

Laleham Gap reports should:

- Clearly identify a target level in each subject (this will continue be a legacy NC Level for 15/16).
- Identify a target grade/level that indicates progress in line with national expectations.
- Identify an aspirational target where appropriate and relevant, to identify opportunities for stretching and challenging pupils to achieve their maximum potential.
- Link progress and achievement to communication opportunities with parents (parents evening, EHCP reviews, Annual Reviews, individual meetings/discussions). Communication should include identifying weaknesses, areas for development and suggest positive future targets.
- Highlight positive achievement and progress made.

REPORTS MUST NOT INCLUDE observations or comments that describe pupils' AEN as inhibiting their progress (e.g. describing a pupil with ADHD as unable to stay on task for the lesson or lacking focus).

3.9 ROLES AND RESPONSIBILITIES

Assessment Co-ordinator (Deputy Headteacher)

- To be contact person for LEA regarding assessment arrangements (in conjunction with the Examination Secretary).
- Disseminate assessment information to teachers.
- Develop and help to monitor the Laleham Gap assessment policy in practice.

Examination Secretary

- Oversee application of examination dispensation. (Specialist Qualified teacher to carry out examination dispensation testing.)

Head of Care

- Monitor all residential record keeping and reporting procedures and care plans

Subject Leaders

- Develop, monitor and maintain schemes of work
- Ensure recording systems are in place and used appropriately and effectively
- Lead whole staff agreement meetings in their subjects
- Assess Pupil Progress
- Maintain consistency of standards from KS1 to KS4, including moderation of the levelling/grading of work in line with the assessment cycle
- Develop subject portfolios of assessment judgements
- Monitor the use within the department of agreed assessing, recording and reporting systems
- Analyse pupil data and use the information to better meet the needs of pupils

Class Teachers

- To maintain ongoing classroom assessment.
- To provide a selection of samples for agreement trialling.
- To administer tests and exams where applicable.

Senior Leadership Team

- To monitor the system via the Subject Leaders' interview.
- To sample schemes of work.
- To sample reports.
- To observe/monitor.
- To use assessment data for whole school and individual subject improvement.

Teaching Staff

- Teaching staff responsibilities are noted above. Also to complete reports as per the Laleham Gap guidelines.

Teaching Assistants

- To assist in assessment activities as requested by teaching staff.

External Agencies

- The Head of Care will liaise with any external agencies for relevant input into the recording and reporting procedures via the Care Plans.

QUALITY AUDIT FOR ARR

- Feedback from parents, report comments.
- Informal feedback
- Annual reviews and EHCP reviews
- Examination results
- Key Stage results (progress and attainment)
- Work experience

ASSESSMENT SCHEDULE

On entry to the school, pupils undertake diagnostic assessments in reading, writing, spelling, comprehension, numeracy and diagnostic phonic knowledge. This will be carried out by the English, SEN and Maths departments and associated trained TAs.

Subject tests are administered as part of the curriculum as necessary, and at the teacher's discretion. See school calendar and/or departmental planning calendars for dates and times.

The whole school assessment cycle is published and pupils are formally assessed at the end of terms 2, 4 and 6.

Primary Specific:

On entry to Foundation stage, pupils are assessed using the EYFS profile. Key Stage One or Two pupils are assessed for phonic knowledge on entry.

Literacy testing.

Will be carried out by the Primary, English, SEN departments/staff and associated trained TAs in Term 6.

For complete details of English and SEN testing please refer to English and SEN Testing Timetable.

Speech and Language Department.

The Speech and Language staff will write reports in line with the requirements and expectations of the Annual Reviews and EHCP conversions/reviews. These reports are delivered alongside bi-termly progress reports.

Occupational Therapy Department (Delivery of OT under review)

Six hours of OT per week are delivered by the Occupational Therapist (Fridays). The therapist assesses pupils in years 7 and 8, and writes reports for home and school to follow. In addition the therapist oversees equipment checks for pupils who require postural help (years 7 – 11,) and provides advice to staff.

MOCK EXAMINATIONS

As per school calendar.

PUBLIC EXAMINATIONS

GCSE or equivalent

YEAR 11

As per the exam timetable. Dates on the school calendar and displayed in the staff room.

YEAR 10

As per the exam timetable. Dates on the school calendar and displayed in the staff room.

ANNUAL REVIEW, EHCP REVIEW AND CONSULTATION EVENINGS/DAYS

As per school calendar and report timetable.

The SENCO arranges details.

REPORTS (as identified in the reporting section)*

As per school calendar and report timetable.

TARGET SETTING AND PUPIL TRACKING

All pupils have targets set alongside national expectations for progress, and personalised targets for each pupil in their subject. The progress toward, or beyond, the targets will be clearly indicated and subsequently communicated to all key stakeholders seasonally (three times during the academic year).