Assessment, Recording and Reporting Policy

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Rationale

Effective assessment is key to the promotion of our students' learning and must be fit for purpose.

At Ingfield Manor we create an environment where assessment is integral to planning, teaching and record keeping ensuring high quality learning takes place. Formative assessment provides evidence to inform teaching and summative assessment provides information for stakeholders.

When considering assessment, it is important to bear in mind:

• Why students are assessed
• What the assessment is intended to measure
• What the assessment is intended to achieve
• How the assessment information will be used
• How the assessment is communicated to students

Different forms of assessment may serve different purposes for different people and organisations, including students, parents, teachers and support staff, school leaders, school governors, the Government and Ofsted.

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's experiences and achievements.

Our approach to assessment

We use **formative assessment** as a continuous process which is part of our teaching and learning cycle. The reason for this type of assessment is to inform teachers of what students have learned and the gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and foster motivation. Students should be active partners in the process, which should give them an understanding of what they need to do to improve. The most common forms of formative assessment used are:

- Questions and answers in class
- Ongoing observations of students
- Visible evidence of learning (completed tasks)
- Discussions between staff working with students
- Evaluation of lesson targets – self, peer, support staff and teacher

To support our individualised approach to learning, at Ingfield Manor we use ipsative assessment to enable each student to recognise the progress they have made personally. Ipsative assessment is used to set annual targets, linked to EHCP outcomes and broken down into termly objectives, which are further broken down into lesson targets.

Each lesson, three targets are set for students using our lesson proforma, which reflect the holistic ethos of the school:
- Lesson specific/cognitive
- Communication
- Gross or fine motor skills

Targets are shared at the beginning of each lesson and are available throughout the lesson for students/staff to refer to. Time is given at the end of the lesson for self, peer and staff evaluation of achievement towards targets, which is recorded on the proforma. Teacher's feedback includes the next steps the student needs to work on to enable them to continue to make progress.

All completed proformas are filed within the student's book/folder, together with annotated work products or photos relating to the lesson, to show the learning journey of the individual.

Summative assessment may take place at the end of a particular unit of work, as well as at the end of each term and annually, for the review of the EHCP. This informs teachers how well students have understood, retained learning and the progress they have made over a period of time. It can be used to inform the following year's teacher, to inform parents of their child's progress and attainment, or to inform school improvement. Examples of summative assessment are:

- Evaluation of personalised termly objectives
- Evaluation of personalised annual targets
- Recording assessment against objectives taught within each curriculum area
- Test results
- The Early Years Foundation Stage Profile is completed for pupils at the end of their reception year
- Nationally recognised qualifications/programmes such as WJEC Entry Pathways, WJEC Personal Progress, GCSE, Edexcel Maths Entry Level Certificates, City and Guilds AAC, Open Awards Accessible ICT and Arts Award, which are conducted under the conditions set out by JCQ and as detailed in our Exams Policy.

We use Pivats, as this is a widely recognised framework, to support advancement towards EHCP outcomes in literacy and numeracy and provide a shared language in terms of progress.. Progress will be recorded on the assessment grids, which breaks development into:

➢ English
- reading
- writing
- listening and understanding
- speaking and communicating (where appropriate)

➢ Maths:
- number
- using and applying
- shape, space and measure

➢ Behaviour for Learning

All students will be baselined in the areas above within their first 6 weeks at Ingfield. This baseline assessment will be recorded on the Pivats assessment grids, which will then follow the student through the school, being reviewed and updated on a termly basis. These grids will therefore show their achievements, learning journey and the next steps for progress. When a student changes class, their new teacher has all the information needed to plan for progression and provide opportunities for overlearning as necessary.

Where students are able to access the materials, we use standardised tests to provide a baseline, inform teaching and learning strategies, to track the impact of these and measure progress.

How assessment outcomes are recorded and used

All our students have Education, Health and Care Plans (EHCP) which set out their long-term outcomes. These are used to set annual targets, which are broken down into termly objectives, which are further broken down into lesson targets.

Each term, objectives are set and recorded in all EHCP areas of cognition and learning (including English and maths); social, emotional and mental health, sensory and physical development and communication. These are reviewed at the end of each term, with qualitative comments in response to the student's achievements and each objective being assessed as either being mastered (m) secure (s), working within (w) or emerging (e). When the student has not securely achieved a target, they will be given the opportunity the following term to revisit this in a more accessible way. The results of the termly objective evaluations are used to track student's progress.

We have recently started to use the platform Evidence for Learning to capture and record progress, with each young person having a personal learning goal (PLG) assessment book, that enables us to evidence and track progress against individual learning objectives linked to individual EHCPs.

In addition, students will following additional frameworks, appropriate to their individual needs, to enable a wide coverage of the skills and knowledge that are important on a personal level and to provide a structure which ensures opportunities to revisit and embed knowledge and skills, as well as ensure progress is sequenced coherently.

The lead practitioner of each department analyses the results to check the progress of individual students, classes, and vulnerable groups. This information is reviewed with the transdisciplinary team each term to identify students who are not progressing as well as they should or are exceeding targets. Results inform teaching for the term: under and over-achieving students are discussed, and effectiveness of any interventions are reviewed; where appropriate, additional plans are put in place. The progress of vulnerable groups of students, such as pupil premium or looked after children, is also reviewed at these meetings, as is the effectiveness of allocation of resources to support them.

General information in relation to classes and groups of students is discussed with the Senior Leadership Team and anonymous data is shared with Governors who are responsible for ensuring effective pupil progress.

Management and evaluation of assessment
Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes.

All teacher assessment is triangulated with work scrutiny, lesson observation and planning scrutiny.

As a school, students' work, marking, and assessment is moderated within departments, as well as the termly work scrutiny. Where available, the school takes part in external moderation.

Reporting to Parents
The learning objectives for each student in each subject area are shared with parents at the beginning of each term and a review of progress made is reported to parents at the end of that term or start of the subsequent term.

Student progress and achievement is discussed with parents at the termly parents' mornings and through end of year reports. Parents are welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year and, in Primary and Early Years, to observe in lessons if requested.

Information on progress and achievement is reported at Annual Reviews.

Feedback from students

At the end of each lesson, students are encouraged to reflect and comment on their own learning, which is recorded on their lesson target sheets. When AAC is used as the means to communicate feedback, vocabulary given by the student will be recorded in [ ] so it is easy to identify the specific words used, if these are expanded by the person supporting them ie I am [happy]. Students are also encouraged to make suggestions for next steps in their learning. The lesson plenary provides an opportunity for students to share their evaluation of their learning, as well as give and receive peer feedback, when appropriate.

Feedback to students

Feedback to students is the most important part of assessment and it is essential in order for students to make effective progress. Students need to understand what is expected of them, when they are achieving well and how they can improve their performance, which is facilitated via the use of the Ingfield lesson target sheets and annotations on work.

At Ingfield, due to the small class sizes and the ethos of Conductive Education, verbal feedback given during the lesson plenary can be directed to the individual and is most meaningful if done in a way which clearly recognises achievements, progress and areas for development. This allows immediate and effective feedback to be given to the student.

It is expected that the workbooks/folders will be annotated, and targets reviewed before the next lesson. Where a student's answers require development/correction, the teacher will make suggestions for improvements using a green pen. These should then be revisited at the start of the next lesson and the student given the opportunity to make corrections/amendments.

Target Setting

Targets are set for individual pupils across the school. These are for curriculum subjects, as well as physical and communication.

Targets need to be:

> **S**pecific
> **M**easurable
> **A**chievable
> **R**ealistic
> **T**ime related
> **E**valuated
> **R**eviewed

Wherever possible, students should be involved with the target setting process, identifying new targets, and discussing ways to achieve their targets.

Ensuring teachers can conduct assessment competently and confidently

Assessment is discussed regularly at staff meetings and senior leadership meetings. Principles and the rationale behind assessment are discussed at department meetings and student progress meetings. Teaching teams work together to moderate work, with more senior staff guiding new and less experienced teachers. Staff cross moderate with other schools where possible. The

implementation of the marking policy is discussed regularly, along with the importance of responsive marking. All staff are aware of the importance of making assessment meaningful.

Roles and Responsibilities

Assessment Leader: Head of Education
- Update the policy in the light of DFE advice and requirements
- Lead the development of the assessment policy
- Organise staff training ensuring development of practice
- Develop and help monitor school assessment policy and practice
- Keep up to date with current assessment thinking and practice
- Ensure that assessment priorities are addressed in the School Improvement Plan
- Liaise with Heads of Departments/ Lead Teachers regarding setting academic targets and analysing the evaluations of termly objectives.
- Assist Principal with setting challenging whole school targets

Lead Practitioners
- Monitor assessment practices, including marking and strategies used in lessons
- Lead whole staff moderation meetings in their departments
- Monitor consistency of standards across the school, through work scrutiny
- Oversee progress reviews by each teacher
- Analyse results and track information in their departments
- Advise staff of outcomes of assessment
- Monitor effectiveness of interventions

Class Teachers
- Make on-going assessments to inform their daily and weekly planning
- Setting and reviewing personalised lesson objectives and opportunities to provide evidence of learning
- Using and maintaining lesson proformas and books/folders of work.
- Make formal, **moderated** assessments termly
- Lead interventions where professional teaching skills are necessary
- Keep a record of students' achievements in line with this policy
- Report to parents
- Work collaboratively with dual-placement schools to enable Y2 and Y6 SATs when appropriate
- Use Assessment for Learning strategies in their lessons
- Give students guidance and feedback on their work so they know how to make progress.

Allocated Team Members
- Work collaboratively with professional team members to set termly targets for their ATM student within the area of physical development.
- Review progress against targets and keep a record of achievements
- Raise discussion during team meetings when a student is not making expected progress