

Oakfield House School

Assessment, Recording and Reporting Policy



Policy Document (2014-2015)

Updated:	December 2014
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Signed by:	

ASSESSMENT, RECORDING AND REPORTING

This policy is to be read in conjunction with the Marking Policy.

1. Rationale

The purpose of assessment is to give feedback on progress and attainment. There are several audiences for this feedback – pupils, parents and the School.

Pupils need to have regular feedback (formative) in order to understand their progress and to provide an opportunity to correct misunderstandings. At specific points they should also take part in summative assessments, such as end of year and terminal examinations which test their knowledge and understanding of a course.

Parents need to be kept informed of the progress made by their children and the level of attainment they reach at specific points in the year.

At Oakfield House school most pupils are expected to achieve 2 sub-levels of progress. High achieving pupils on entry need to be guided to 3 levels of progress.

2. Introduction

This policy supports the school's intent to provide a caring, structured learning environment in which all pupils can develop academically, socially, behaviourally and emotionally, thus reaching their potential and in which pupils and staff feel safe, secure and valued.

At Oakfield House, we believe that assessment is first and foremost in identifying pupils' needs in order to aid development and progression. It is the means by which teachers establish the levels of achievement attained by each pupil at any point in the learning process. The information gathered is used to record pupils' progress and enable teachers to plan effectively, while incorporating effective differentiation. The process offers all pupils the opportunity to demonstrate their knowledge, skills, understanding and what is required to develop further.

We believe that these procedures should not only meet the statutory requirements but should be manageable and useful so that they can inform future teaching and learning. We recognise that while learning encompasses the National Curriculum, it should also incorporate the wider curriculum, including personal and social development.

We believe in developing our partnership between pupils, parents/carers and other agencies by taking as many opportunities as possible to involve stakeholders in the progress of pupils in our care.

We believe that the Assessment, Recording and Reporting process should provide us with the information which will enable us to evaluate our own work and help raise the standards of academic and behavioural achievements for all our pupils.

2.1 Guiding Principles

- To promote a coherent approach to assessment, recording and reporting within the school.
- To support pupils' learning and achievements across and beyond the National Curriculum.
- To involve pupils in evaluating their own progress.
- To ensure equality of opportunity for all pupils to display achievement.

- To seek to raise standards by reviewing and improving the teaching and learning programmes.
- To ensure progression and continuity of learning within the school and across the different phases of education.
- To provide valid, reliable and comprehensible information for teachers, pupils, parents and other users.
- To ensure that statutory requirements for assessment, recording and reporting are met.

3. Assessment

With the implementation of the new National Curriculum Framework document there is an increased focus on assessment of pupils' literacy and numeracy skills across the curriculum. However, pupils will continue to be assessed on subject specific skills in line with level descriptors, at Key Stage 1 and 2.

3.1 Assessment Objectives

- The purpose of assessment is to enable an informed judgement to be made about a pupil's knowledge, understanding, skills and attitude.
- Assessment is a continuous process which is integral to the teaching and learning programme, and should be built into the curriculum, and inform future planning.
- Assessment should be based on clear, consistent criteria which are known and understood by both teachers, pupils and parents, and are guided by national criteria and statutory requirements where appropriate.
- In order to achieve consistency, assessment practice should be subject to effective moderation and standardising procedures.
- A wide range of assessment techniques should be used in different contexts and for different purposes.
- Assessment should provide opportunities for effective differentiation to take place.
- Assessment should be supported by a wide range of evidence collected over a period of time which provides a fair and thorough representation of pupils' skills, knowledge and understanding.
- Pupils should be involved in the assessment process so that they are encouraged to take responsibility for their own learning.
- The assessment process should recognise achievement, not just attainment, and seek to increase pupils' confidence and motivation.
- Assessment should support individuals in identifying strengths and weaknesses, enabling future learning goals to be planned, and assisting them in decision-making.
- Assessment practice should be monitored regularly and systematically and assessment procedures modified if necessary as a result.

The results of assessment should be systematically recorded and used to report to parents on their children's attainment

3.2 Formative assessment

Assessment forms a natural part of the teaching and learning. It should be a continuous part of everyday teaching to monitor pupils' progress. To reach judgements concerning pupils' attainment, each subject will use a variety of assessment techniques and a wide range of evidence of achievement, including

homework where appropriate. Pupils must clearly understand how their work is being assessed, so they can determine realistic and achievable targets for themselves.

Formative assessment provides information on what pupils know, understand and can do. A wide range of assessment methods should be implemented by colleagues so that pupils' progress can be monitored and evaluated. It is important that assessments are diagnostic and engage the pupils in meaningful dialogue regarding their progress. Feedback from this assessment process should inform on future planning including lesson content and teaching strategies

In order to aid pupil progress, teachers will continue to actively implement Assessment for learning strategies. It is good practice to inform pupils of the learning outcomes of a series of lessons.

The table below summarises AfL strategies used to enhance pupils' learning:

OBJECTIVES AND SUCCESS CRITERIA WITH PUPILS	IN THE LEARNING/ ASSESSING PROCESS
<ul style="list-style-type: none"> • Linking to other learning and building on pupils' ideas. • Helping pupils understand and use criteria. • Modelling. • Helping pupils to visualise and recognise success. 	<ul style="list-style-type: none"> • Hands up questioning • Talk partners and pupil reflection. • Self-assessment and peer-assessment. • Traffic lights
GIVING FEEDBACK ABOUT LEARNING INDICATING SUCCESS AND IMPROVEMENTS NEEDED	CREATING CONDITONS FOR LEARNING IN THE CLASSROOM AND THROUGHOUT THE SCHOOL COMMUNITY
<ul style="list-style-type: none"> • Oral feedback and questioning. • Marking against Learning Objectives. • Giving every learner confidence that he/she can succeed. • Teaching pupils to give constructive feedback. 	<ul style="list-style-type: none"> • School values, ethos and climate. • Whole school view/policy for AfL. • Teachers and pupils' views and the use of language about learning. • Involving parents and carers in AfL • How environment and resources (including ICT) are used to support AfL.

3.3 Marking (see Marking Policy)

Aim

Through regular and stringent assessment of pupil product colleagues will:

1. Monitor and comment on pupil progress.
2. Give pupils challenging but realistic targets
3. Give clarity

3.4 Summative assessment

Aim

The aim is to measure pupil progress over a period of time. Summative assessment will be effective when:

- it draws on the whole range of ongoing assessment information, records and evidence when making judgements for 'progress checker' grades/levels end of key stage teacher assessments.
- teachers have a clear understanding of the level descriptions and how they are applied in making summative judgements in terms of internal and end of key stage requirements
- teachers make judgements which are consistent with a shared understanding of standards developed amongst colleagues, utilising standardisation material
- teachers recognise its importance in all areas of learning and give feedback to pupils on the outcomes of such assessment

3.5 Pupil predictions

Teachers are to use a holistic approach when entering progress level/grades for pupils. They are to use their knowledge of the demands of the subject, compare this to the attainment of the pupil and then make a professional judgment by predicting what grade/level the pupil will attain at the end of the year or key stage (Key Stage 1 and 2). The assessments, used to make judgements, could take the form of end of module tests or an appropriate piece of work determined by the department. In order to ensure consistency the assessed piece of work will need to have undergone a standardisation process.

3.6 End of year assessment

All pupils will undertake end of year assessments. This could take the form of an examination; end of year test or a piece of work appropriate to the department and pupils.

3.7 National Reading and Numeracy Tests

National literacy and numeracy testing is carried out on all pupils in both Key Stage 1 and 2, through initial baseline testing and through twice yearly reassessment to monitor and chart progress. Testing is carried out by the SENCo and designated teachers who support the process.

In literacy, pupils are tested using the NferNelson single word reading test and the GL Assessment single word spelling test. Pupils are also tested for comprehension using the GL Assessment New Group Reading Test to inform teaching and planning and support access arrangements.

In Numeracy, tests begin in the autumn after depending on the exact period of pupil entry to school. Pupils are re-tested bi-annually from year 1 up to year 7 and results are reported back to parents. Results of both literacy and numeracy testing are reported to parents through annual reviews and generated assessment data.

4. Recording

4.1 Class teacher

Individual teacher will record information capable of informing colleagues of pupils' progress. The format must assist teachers in planning individual learning priorities and fulfilling statutory and school reporting requirements.

4.2 Subject/area records

Subject areas use a B SQUARED (Online Tracking system) in order to track pupils throughout the key stages. This tracking system will be regularly updated and monitored so that pupils' progress can be monitored and evaluated. Class Teachers will actively monitor pupil progress across their department/year in order to target pupil underachievement and thus implement strategies.

4.3 Recording objectives

- Recording is the process of selecting and retaining a range of information about a pupil.
- Records should be used to review and monitor pupil's progress throughout the key stages and beyond, and to support their learning by setting appropriate targets for the future.
- Records should identify pupil's achievements in relation to National Curriculum attainment targets, enabling the teacher to make judgements about each pupil's level of attainment at the end of a key stage, and thus provide a basis on which to carry out statutory assessment arrangements.
- Records should be used by teachers to evaluate the effectiveness of teaching and learning programmes, and to help inform curriculum planning.
- Records should be used to assist continuity and progression when pupils move from teacher to teacher and from school to school.
- Pupils should have some involvement in the process of recording which should recognise and reward achievements and thus have a positive impact on pupils' motivation.
- Records should provide a secure basis for reporting attainment and progress to parents and other interested users.
- Records should be clear, systematically compiled, regularly updated and manageable.

In order to fulfil the above objectives the following records should be kept:
- schemes of work; teacher records on pupils and pupil records of achievement.

4.4 Reporting Objectives

- Reports should provide parents and other users with full and accurate statements about pupils' achievements and progress, written in clear and accessible language.
- Reports should reflect attainment within the National Curriculum.
- Reports should communicate pupils' achievements across a wide spectrum including non-National Curriculum and extra-curricular achievements, personal and social skills.
- Reports should be based on evidence from formative assessment and recording.
- Reports should be manageable for teachers to produce.
- Reports should have a positive effect on pupils' attitudes and motivation
- Reports should support pupils' learning by setting targets.
- The reporting process should provide opportunities for pupil involvement.
- The reporting process should be part of a continuing dialogue with parents and encourage parental involvement and support.
- Reports should aid continuity and progression within and across schools and from one phase of education to another.
- Reports should conform to statutory requirements.

Reporting is carried out in one or both of the following ways:

- School Reports - These are written and sent home to parents once a year for years 1-7.
- Marksheets - Individual marksheets with the results of school examinations and statutory N.C. tests and assessments are sent home.
- At the request of staff, a pupil may be put 'on report' if there are problems concerning work, attitude, behaviour, punctuality or attendance. The form of the report depends upon the circumstances of the individual pupil. This process involves contact with parents.

5. Statutory Requirements

Statutory Recording Requirements

Records should be made available to parents of pupils under 18, and to pupils themselves on their written request, unless it is obvious that they do not understand what they are asking for.

Arrangements should be made to allow access to records on written request.

The school must disclose a pupil's record to any school/college considering the pupil for admission.

The record must provide information about each pupil's academic achievements

Statutory Reporting Requirements

Schools must provide a written report at least once during the school year on all pupils of compulsory school age.

The report must contain brief particulars of a pupil's progress in all subjects and activities studied as part of the school curriculum; details of a pupil's general progress; information on performance in all National Curriculum; an attendance record; details of the arrangements under which the report may be discussed with teachers at the school.

6. Assessment, Recording and Reporting Procedure

Pre-Admission

- 1 Pupil referred by LA
- 2 Initial judgement is made on the Schools ability to meet the referral/pupils needs
- 3 Pupil Interview, held at Oakfield House with parents/carers and appropriate adults. During which, a presentation of the School Discipline Policy and Physical Management Policy
- 4 Home visit by a member of the SLT

- 5 Agreement by parents/carers, school and pupils to appropriate contracts

Initial Assessment

On entry a range of specific tests are carried out for all pupils as part of an initial screening process. Under the direction of the school SENCo, testing for reading, spelling and numeracy takes place within 4-6 weeks of induction.

The purpose of this assessment is to:

- 1 Provide current information on the pupils' knowledge, understanding and performance levels for a range of literacy and numeracy skills.
 - 2 Establish an individual baseline from which progress can be measured and where necessary, informs the development of the Individual Education Plan (IEP).
 - 3 Develop a benchmark that helps to inform the classroom teacher, through class conferences, of strategies and areas of focus or priority.
 - 4 Provide further information, together with pupil records, statements of SEN, Psychometric tests etc. to help devise an IEP, where necessary, in order to assist the classroom teacher in meeting the needs of the pupil.
 - 5 Help identify specific educational and behavioural targets – short, medium and long term.
 - 6 Contribute to whole school planning, evaluation and target setting.
- Information received from referral papers are summarised in the form of a pupil summary report, which is added to data obtained through the initial assessment process. This report is communicated to all staff members that have contact with the pupil, through the class file and any resultant IEP.

7. Ongoing Assessment

- 1 Initial IEP (Individual Education Programme) produced by the SENCo, devised within 6 weeks of admission, based on evidence gathered from relevant sources (Pupil Files, Pupil Summary Reports, admission assessments, consultation with subject teachers and LSA). Frequently new pupils are referred without a current IEP.
- 2 Under the direction of the SENCo, retesting of the baseline for reading, spelling and numeracy is completed on a 6 monthly basis, therefore mapping progression and highlighting effective teaching strategies.
- 3 IEPs are regularly reviewed by the school SENCo (every 3-6 months) and presented at the Statutory Annual Review or earlier if appropriate.
- 4 Subject targets, where appropriate, are set at the time of the annual review and evaluated when next review report is prepared. (Reports are sent to parents/LA and are used to inform teachers during class conferences)
- 5 Personal behavioural target set on entry by the Deputy Head and reviewed termly, during class conferences.

- 6 The school SENCo provides input into class conferences, informing classroom teachers of identified priorities for development.
- 7 Each lesson is evaluated for general behaviour, effort and personal target through points system.
- 8 Daily, weekly and termly tracking and electronic storage, enables the analysis of performance and the monitoring of individuals general behaviour, effort and personal target. Results are communicated to pupils weekly. These records are used to track general performance and to inform monthly meetings, which consider progress, identify behaviour patterns and supports the development of action plans.
- 9 All teaching/support staff complete individual pupil emotional and behavioural tracking sheets, used to inform the setting of personal targets and which address school wide issues.
- 10 Class conferences are held for each class group to discuss individual pupils. These are attended by LSAs, relevant teaching/support staff and the school SENCo. Main objectives:
- Evaluate progress across curriculum and behaviour
 - Identify issues and areas for development
 - Review personal targets and assist in evaluating IEPs
 - Share staff knowledge of pupils and review strategies i.e. rewards, sanctions, IBMPs
 - Share best practice
 - Discuss any possible gaps in provision
- 11 Assessment of progress in relation to National Curriculum levels. In order to assess more accurately and reflect pupil progress within National Curriculum levels the use of more specific performance indicators have been introduced as follows: e.g.
- | | | |
|---------|---|--------------------------------------|
| Level 2 | = | Sound level |
| 2c | = | Some progress towards next level |
| 2b | = | Approximately half way to next level |
| 2a | = | Nearly there |
| 3 | = | Sound level |
- NC levels (as above) will be recorded at the end of each term (process began July 2003) and the information held centrally.
At the end of year, results and teacher assessments are reported to parents.
- 12 APP has been introduced and implemented within core subjects.
- 13 All class teachers record pupil progress by learning outcome using Classroom Monitor, at least half termly.

8. Curriculum and Assessment Planning

All curriculum planning is based on the relevant National Curriculum requirements and guidelines. All subject areas have long, medium and short term planning in place.

In KS1 and 2 APP documents and published Schemes of Work, APP linked, inform planning and teaching.

The school has introduced 'B SQUARED as a means of recording pupil progress in each subject by learning outcome.

In order to support differentiation and increase the effectiveness of LSAs learning support role, subject teachers should provide the LSA with a summary of each units content, learning objectives, sequence, and general and specific support required for individual pupils.

This process informs teacher planning and delivery in terms of resources, teaching style, assessment methods and level of individual support for pupils.

9. Classroom Monitor

Since 2009 Oakfield House has utilised B SQUARED. This online tool helps us to store evidence of assessment, track pupil progress and report to parents. Covering Key Stages 1-2 it has reformed how we monitor teaching and learning in our school.

B SQUARED is composed of three modules which can be used individually or together as a suite. They can be customised for use in a single subject department or rolled out across the whole school.

Module 1: Assessment for Learning Markbooks

- Monitor the transition of pupils through Key Stages 1-2
- Streamline pupil levelling across each subject department
- Easily identify strengths, weaknesses and knowledge gaps
- Empower pupils to self-assess against personal targets
- Share learning resources between teachers and pupils
- Share evidence and exemplar work for easy moderation and assessment

B SQUARED comes preloaded with the assessment criteria from the National Curriculum, APP and P-Scales at Keystage 1 and 2

Module 2: Attainment and Progress Tracker

B SQUARED's tracker module helps us to automatically collate assessment data from across the whole school or subject department. The tracker dashboard is preset with graphs and summaries that update in real time, so we can view key performance indicators at the touch of a button. Hosting the data online means it's accessible any time, any place, and always live.

- Individual Pupil Tracking: view progress against targets and identify gaps in knowledge.
- Group Comparisons: compare any cohort and add filters such as gender and ethnicity. Using our findings to inform teaching and improve results.

- Whole School Performance: all the top level data that Ofsted, local authorities and school leaders could ever need to promote school improvement.

Module 3: Parent Portal and Report-writer

B SQUARED simplifies the process so reporting in our school can be consistent, more detailed and easier to populate with the customised templates and statement banks that link to curricula objectives.

To get the maximum benefit from B SQUARED Reports, we use it in conjunction with the other modules:

- Module 1: the Assessment for Learning Markbook which stores evidence of learning throughout the year, giving our school a ready-made library of references.
- Module 2: the Attainment & Progress Tracker feeds the grades and targets directly into each of our pupil reports

Whole school benefit – B SQUARED

- Teachers: Slash the time they spend on admin, with a quick and easy way to record summative assessment. Share targets and resources with pupils, empowering them to self-assess, and inspire parents with online reports that really showcase their child's achievements.
- Curriculum Leader: Oversee a more streamlined approach to assessment and resource management that brings the team together. Identify weaknesses in the curriculum and share best practice to promote consistent standards of teaching.
- Data Manager: Host all our school's assessment data online so it's always live and always secure. Automatically track pupil and cohort progress, and view key metrics in a single click. Get as much in-depth analysis as we need, with no workload.
- School Leaders: Have all the top-level data at our fingertips when Ofsted arrives, and easily report to governors and local authorities. Use performance tracking data to drive teaching and learning standards across the school.

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