

# Horton Lodge Community Special School

'Working Hand in Hand to Achieve Potential'



## Assessment, Recording and Reporting Policy

**Approved by:**

**Date:**

**Last reviewed on:** Autumn 2021

**Next review due by:** Autumn 2023



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## 1. Introduction

Definitions:

- Assessment is a process which provides information on the individual child's experience and achievement, which identifies what the child knows, understands and is able to do, and provides information to guide future learning development.
- Recording is the selection and retention of significant and relevant information on the individual child's experience and achievement, which indicates what the learner knows, understands and is able to do at that time.
- Reporting is the communication of significant and relevant information on the individual child's experience and achievements to those who have a right to know.

## 2. Aims

At Horton Lodge Assessment, Recording and Reporting aims to:

- Be accurate, reliable using a range of evidence and strategies.
- Gather and capture information necessary to provide a tailored, high quality education to all pupils.
- Provide a baseline against which to measure attainment and personal progress in all areas.
- Identify the learning needs of an individual pupil. The starting point is the learner – their motivations, strengths and needs.
- Collate data which can direct attention and focus questioning on potential areas for development.
- Inform planning, target setting and interventions.
- Assist with the development of quality teaching strategies which motivate pupils.
- Comply with statutory requirements.
- Inform parents and carers of their child's progress and achievements.
- Provide learners with clear and appropriate feedback.
- To actively involve learners in the learning process

## 3. Assessment at Horton Lodge

At Horton Lodge we work to the following principle:

**If all the processes around the learner are as good as they can be then *it follows* that the progress made by the learner must be as good as it can be.**

We ensure the following to support processes around teaching, learning and assessment:



- Teaching and learning is good or outstanding.
- Parent/carer contributions are invited.
- All relevant professionals participate in the planning process.
- 'Longitudinal Data' is used to gain an overview of progress for individuals and groups over extended periods and to identify areas for development.
- Pupils contribute to their learning intentions. For pupils with PMLD/SLD adults who are closest to the pupil will need to interpret and represent their views

We use assessment for reflective enquiry to inform approaches to teaching and learning. Every class team is trained in capturing evidence of learning activities to analyse as a team through the 'Evidence for Learning' system. This sits within the 'plan-do-assess-review' to promote meaningful and challenging learning that is tracked in line with the overarching goals of every pupils' Education, Health, and Care Plan.

At Horton Lodge we are making links between the curriculum pathways we deliver and the assessment arrangements as follows:

Department	Pre-formal- Informal Assessment Tools	Informal – Semi-Formal Assessment Tools	Formal-National Curriculum Assessment Tools
EYFS	<ul style="list-style-type: none"> <li>• Birth to 5 Matters</li> <li>• EYFS Framework</li> <li>• IEPs using Assessment of Lateral Progression Scale</li> <li>• Engagement Profile</li> </ul>	<ul style="list-style-type: none"> <li>• Birth to 5 Matters</li> <li>• EYFS Framework</li> <li>• IEPs using Assessment of Lateral Progression Scale</li> <li>• Engagement Profile</li> </ul>	<ul style="list-style-type: none"> <li>• EYFS Framework</li> <li>• IEPs using Assessment of Lateral Progression Scale</li> <li>• Engagement Profile where appropriate</li> <li>• Reception Baseline Assessment</li> </ul>
Year 1-6	<ul style="list-style-type: none"> <li>• Curriculum specific frameworks</li> <li>• IEPs using Assessment of Lateral Progression Scale</li> <li>• Engagement Profile</li> <li>• Individual learning goals using Assessment of Lateral Progression Scale</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum specific frameworks</li> <li>• IEPs using Assessment of Lateral Progression Scale</li> <li>• Engagement Profile</li> <li>• Individual learning goals using Assessment of Lateral Progression Scale</li> </ul>	<ul style="list-style-type: none"> <li>• National Curriculum</li> <li>• Subject Frameworks</li> <li>• Engagement Profile if required</li> <li>• Progression against Formal Milestones</li> <li>• IEPs using Assessment of Lateral Progression Scale</li> <li>• Pre-KS1 and 2 Standards at the end of Y2 and Y6 (SATs if appropriate)</li> </ul>



#### 4. 'Reviews of Assessment and Progress' (RAP) Meetings

There are regular, timetabled RAP Meetings. The purpose of the RAP is to evaluate pupil progress and to plan for the next steps. These meetings take place at least 3 times per year and involve a review by the class teacher and a member of SLT. At least 1 meeting is externally moderated.

#### 5. Recording at Horton Lodge

Pupils at Horton Lodge are grouped according to their learning needs and curriculum model. Each class has recording systems in place which best meet the needs of the individuals. Teachers then use the information recorded to assist them in making their Teacher Assessments.

Examples of recording systems used:
Pupils own work, annotated to reflect support provided and marked by the teacher. Marking gives feedback on what they have done well and how to improve. Clear visible progress will be evident.
Practical work and observations are recorded and annotated. These can be found in exercise books or on Evidence for Learning.
Annotated photographic and video evidence on Evidence for Learning
Observation sheets for repeated programmes to show patterns in responses
Daily 'pupil of the day'
Celebration of achievements through certificates in assemblies each week
Communication on Seesaw, sharing achievements and photographs to celebrate achievements with home.
Target boards displayed in class
Behaviour and reward systems

#### 6. Reporting to Parents

We ensure that parents are informed of the progress that their child is making and able to contribute to the plan, do, review process using the following means:



- Annual Review of the EHCP. The annual review process, where previous targets are reviewed and new targets are set, meets the statutory requirements in reporting to parents. The class teacher writes the Annual Review with contributions made by other professionals who work with the pupils. The Headteacher monitors the Annual Review reports and the targets set in them.
- Annual Report. Parents and carers receive an annual report. The report provides information about key areas of the curriculum including communication, swimming and the task series. There is also a comment from a class teaching assistant focusing on self-help skills.
- Parent – Teacher consultations. Discussions take place on a termly basis at the point of evaluating and setting new targets for the child’s Individual Education Plan.
- Parents Evenings. There is an annual open evening for parents and carers with a transition focus. Parents have the opportunity to speak to teaching and support staff. They learn about specialisms such as AAC and new staff in readiness for September.
- We have an open door policy and a termly calendar of events to which parents are invited to celebrate pupil achievements, the Oscars, school plays, class assemblies, weekly certificates. We also ensure we have good communication with parents through parent workshops, Seesaw and phone calls, topic leaflets and parent meetings.

## **7. Continuity and Progression**

Effective assessment, recording and reporting procedures will enable pupils to make the best possible progress in the development of skills, knowledge and understanding, and will allow greater consistency of teaching and learning when pupils change class and/or teachers. The Senior Leadership Team monitor pupil progress through lesson observations, learning walks, work scrutiny and RAP meetings. We invite external moderation to learn from others with relevant expertise and to ensure that our systems are robust. External monitoring is routinely conducted for end of Key Stage Assessments, Early Years Foundation and Reception Baseline Assessments.

## **8. Links to Other Policies**

Equal Opportunities Policy

Early Years Foundation Stage Policy

Teaching and Learning Policy

Special Educational Needs Policy

