



## **BEAUFORT and LANGLEY SCHOOLS**



### **ASSESSMENT RECORDING AND REPORTING POLICY**

#### **LANGLEY SCHOOL**

Policy date: July 2018

Review date: July 2021

### **ASSESSMENT RECORDING AND REPORTING**

- Assessment is about measuring achievement and attainment, it should be meaningful and manageable and wherever possible part of normal classroom activity
- Recording is the way in which assessments are documented – this could include formative and summative assessment strategies
- Reporting is the way in which assessments are used to track pupil progress, analyse data, inform interventions and report to the local authority

### **AIMS**

At Beaufort and Langley Schools we aim that assessment should:

- Establish a baseline on entry to supplement consultation with parents and other professionals
- Contribute to school improvement through raising pupil performance and adding value
- Identify individual needs in order to provide targeted intervention and enhance teaching
- Record and monitor children's progress and achievement enabling monitoring of, and contributing to, continuity and progression across year groups and Key Stages
- Be an integral part of our teaching and curriculum planning
- Be evaluated regularly and amended where necessary
- Inform the writing of the Annual Review and Individual Education Plans (IEPs)
- Enable a pupil's attainment to be related to informed high expectations
- Wherever possible, enable learners to have an accurate idea of what they can do and encourage them to work towards new targets

## **EQUAL OPPORTUNITIES**

All pupils are entitled to access to the National Curriculum (or EYFS for younger pupils). Through our assessment we will endeavour to meet the individual needs of each child, providing an appropriate balance between academic work, social interaction, independence and other life skills.

## **ORGANISATION AT LANGLEY**

Assessment at Langley takes on different forms in order to meet the needs of the children. Pupils in main school are assessed using PS (progress steps). Pupils in Early Years (nursery and reception) are assessed using development steps within EExAT (online assessment tool).

### Assessment of curriculum subjects

Formative assessment takes place on a daily basis. Opportunities for this can be built in to planning or may be naturally occurring, for example, through observation or methods of communication.

Summative assessment is completed at the end of each year. This is informed through ongoing updates of Onwards and Upwards for individual pupils throughout each term.

### The language of assessment

Following extensive national review, we no longer use National Curriculum levels within our systems. We have developed P level descriptors to increase their relevance within our work. Our re-worked descriptors are now labelled as 'progress steps' (PS), with PS1-PS8 representing the range of P levels P1i – P8. We have also extended the range (to PS13) to bridge the gap between PS8 and the national expectations for Y1.

### National and local reporting

Outcomes for pupils in Reception, Year 2 and Year 6 are reported locally and nationally using end of key stage descriptors.

### Records of Progress

The progress of each child (including targets set) is reviewed through Onwards and Upwards (web-based programme) which allow comparisons to be made between groups and individuals. This ensures that expectations are consistently high for all children, regardless of their ethnicity, gender, needs or socio-economic circumstances.

### Early Learning Goals Assessment

Children at the Foundation Stage of learning will be assessed in an appropriate way using national and locally produced assessment materials.

### Other assessment methods

There are strategies in place to assess pupils more holistically. This enables a wider view of progress to be established and other successes to be celebrated. An example of this is the Forest School profiles which focus on engagement in an alternative environment (outdoors).

## **TARGET SETTING AT LANGLEY**

### National Curriculum/P levels

Targets are set within the online programme, Onwards and Upwards. These take account of individual starting points and are based on high expectations in terms of progress.

### Level of attainment

A formal record of attainment is kept within core subject areas using both PS levels. The children are assessed against these criteria on an annual basis during the summer term.

### Individual targets

At each child's annual review, whole year targets are set against the objectives in their statement in collaboration with the parents/carers. These targets are broken down into IEPs, which are reviewed on a termly basis. The IEPs and review of targets within them are shared with parents.

### Additional Targets

We are also set an additional non-curricular whole school target, for example related to attendance. Whole school targets are accompanied by an action plan.

## **MODERATION**

This is a key consideration in safeguarding the robustness of our assessment procedures. Moderation is carried out in school, across the federation and with other special schools for pupils in main school and Early Years. Moderation may include work scrutinies or discussions around outcomes. There are also opportunities to moderate with local mainstream school partners.

## **STATEMENT FOR SPECIAL EDUCATIONAL NEEDS/ANNUAL REVIEWS**

Children at Beaufort and Langley Schools have an Education Health Care Plan (EHC). This is a detailed document which highlights a child's abilities and areas of concern. It is a legal requirement that the EHC should be reviewed each year using the Annual Review form. A meeting is then arranged to take place with each pupil's parents/carers, their class teacher and a member of the senior leadership team. Other professionals may be invited to the Annual Review, for example physiotherapists, educational psychologists etc. A few weeks before the review, the class teacher will complete the Teacher's Annual Review Report by reflecting upon the progress that the pupil has made towards their targets and whether or not they have achieved the annual targets that were set in the previous meeting. They should also suggest the pupil's next annual targets which should have been discussed with class staff and any other relevant professionals e.g. the speech and language therapist.

## **REPORTING TO PARENTS**

Parents receive a copy of their child's Annual Report at the end of each academic year. There is an opportunity to discuss the Annual Report at a summer Parents' Evening. There are other opportunities to share pupil achievement throughout the year.

## **BASELINING**

Baselines are usually completed within 7 weeks of a pupil arriving at school. These help to provide clear starting points for progress measures. Pupils in Early Years are baselined within EExAT using development steps. At the beginning of year 1, pupils are baselined on the PS steps to be able to track progress through main school. Pupils who are already in years 1 and above are baselined using the PS steps.

## **REVIEWING THE POLICY**

This policy will be reviewed and revised every 3 years by the Assessment Coordinators in consultation with the Executive Head Teacher and Federation Leadership Team. It will then be reviewed by the Full Governing Body.

Reviewed and updated July 2018