

<b>Policy Title:</b>	<b>Assessment, Recording &amp; Reporting Policy</b>	
<b>Date of Issue:</b>	11/06/2019	
<b>Date of Review:</b>	Spring Term 2021	
<b>Author &amp; Role</b>	L Melling / K Linde	
<b>Ratified by:</b>	Governors Policy Committee	
<b>Responsible signatory:</b>	W Blundell <i>W.Blundell</i>	M Maher <i>M.Maher</i>
<b>Date of signature:</b>	11/06/2019	11/06/2019
<b>Outcome:</b>	This Policy: Sets out that Astley Park we believe that assessment, recording and reporting should endeavour to compliment and support other assessment strategies where appropriate and should be consistent across the whole school for it to be effective.	
<b>Cross Reference:</b>	Evidence for Learning Guidelines EYFS Policy Marking and Feedback Policy	

### EQUALITY AND DIVERSITY STATEMENT

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

### POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

## **Assessment, Recording & Reporting Policy**

### **Aims**

At Astley Park we believe that assessment, recording and reporting should endeavour to compliment and support other assessment strategies where appropriate and should be consistent across the whole school for it to be effective.

### **Philosophy**

According to Scriven 1967 'The process of summative assessment is a single process which makes a judgement according to criteria and standards and is always the first part of any assessment process.'

'Formative assessment is an additional step which follows summative assessment'.  
(Scriven 1967)

At Astley Park Assessment of Learning (Summative) is used alongside Assessment for Learning (Formative) to ensure the progression of each learner throughout the school.

### **Principles**

Assessment, recording and reporting should:

- Meaningful, manageable and motivating.
- Dates to be made available to teachers at the beginning of the year on the academic year planner.
- Leading Practitioners to continuously monitor and support staff.
- Involve all adults working with the learners in the classroom.
- Give learners opportunities to become aware of and reflect on their learning needs.
- Be an important part of assessment, informing future planning and individual target setting.
- Be accessible to learners.
- Be accessible to other professionals when necessary.
- Make parents continually aware of the progress of their child.
- Encourage learners to play an active role in their learning.

### **Practice**

At Astley Park Assessment of Learning recording and reporting takes place in the form of:

1. Wave 2 & 3 Provision
2. B-Squared
3. EYFS Profile
4. Additional Assessments

5. Evidence for Learning
6. Blogging
7. Reviews
8. Reports
9. Parents evenings
10. Continuous Assessment
11. Marking and Feedback

At Astley Park we have a whole school approach to the recording of these assessments and clear guidelines as to the frequency of updating these forms of summative assessment.

## **Implementation**

### **Wave 2 & Wave 3 Provision**

- Wave 2 and 3 provision is documented through each individual's Personalised Outcomes Plan (POP) detailing the provisions pupils have access to in addition to the National Curriculum and updated half-termly.

### **B-Squared**

- B-Squared should inform planning and be clearly visible on all planning.
- These targets should be shared with pupils within lessons.
- B-Squared should be updated half termly for English and Maths and termly for all other curriculum subjects. Dates for inputting the data are shared via the Teacher Tasks and Deadlines document.
- All targets Mastered on B-Squared must be evidenced through the Evidence for Learning platform.
- Every new learner must be baselined within the first term of arriving at Astley Park.

### **EYFS Profile**

- Progress is measured against the EYFS learning goals.
- Learning journeys developed through the use of Evidence for Learning provide a record of evidence, which clearly state which area of learning the evidence is linked to.

### **Additional Assessments**

- Targeted additional academic assessments are used in relation to number, reading and comprehension skills.
- Additional assessments are undertaken as diagnostic tools to provide information on what a pupil knows and the nature of difficulties they might have which could limit learning. These include Sensory, Social and Emotional, Boxhall Profile and Communication Assessments

## Evidence for Learning

- Evidence for learning provides a recording package for individual learners to record report and assess work whilst matching to individual targets. Please see Evidence for Learning guidelines for additional information.

## Blogging

- Teachers share learning through their class blogs which is shared with parents via the school website.

## Reviews

- All learners at Astley Park currently have an Education, Health and Care Plan which is reviewed annually with parents and other professionals.
- Review dates will be made available to class teachers at the beginning of each academic year.
- It is the responsibility of class teachers to prepare the review paperwork and make it accessible on the drive.

## Reports/Parents Evening

- Reports are due once a year, specific dates will be given on the Astley Park Teacher Tasks and Deadlines.
- It is the responsibility of the class teachers to prepare reports and make them accessible on the Evidence for Learning platform.
- Staff are required to be available for two parents evenings a year. It is the responsibility of staff to organised times available for parents on those evenings. Specific dates will be given on the Astley Park academic year planner.
- Once every term a sharing in our learning date needs to be made available for parents, which gives them the opportunity to be a part of the learning that takes place within their child's class.

## Recording

At the beginning of each academic year:

- A communication book needs to be set up so that written communication is made accessible between home and school.
- Pupil Passports must be developed detailing various needs including medical, dietary and additional needs.
- Staff must record **serious** incidents via **CPOMS**.
- Staff must record **child protection** incidents via **CPOMS**.
- All minor behaviour incidents to be logged within class on the behaviour tracker.
- All physical interventions must be recorded immediately on an RF1 via **CPOMS**.

## **Monitoring of Assessment, Recording & Reporting Policy**

LMT:

1. Personalised Outcomes Plans are completed on time at a high standard.
2. B-Squared is updated on time and monitored to check pupil progression. In the event that learners are not on track to make good progress then those particular subjects must be highlighted and the teacher must develop intervention groups for those pupils.
3. EYFS Profiles are updated regularly and display evidence which reflects their progress.
4. Assessment information gained from the additional assessments is recorded on individual learner assessment sheets and is used to inform teaching and learning and Personalised Outcome Plans.
5. Evidence for Learning is used effectively to report progress and achievements.
6. Reviews are written correctly and made accessible on the dates required.
7. Reports are written correctly and made accessible on the dates required. Parent's evenings are prepared for and attended by all class staff.
8. Continuous assessment and marking is adhered to and support is offered in the event of uncertainty.



Astley Park School