




# Assessment Recording and Reporting Policy

Ratified Date:	October 2021
Signed:	
	Lynne Thornton, Chair of Governors
Review Date:	October 2023

## REVIEW SHEET

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate amendments which have been made to later versions.

<b>Version Number</b>	<b>Version Description</b>	<b>Date of Revision</b>
1		October 2021
2		

## Introduction

Assessment, recording and reporting of pupil progress are essential to ensure that all pupils make the best possible progress through studying an appropriately differentiated curriculum.

Assessment, recording and reporting is central to informed curriculum planning for each pupil and to ensuring that teaching and learning approaches build on pupil's strengths and abilities and reduce any barriers to learning that they experience.

This policy accepts that Cumbria Academy for Autism must actively seek to meet all statutory obligations with regard to assessment, recording and reporting. In addition, a variety of additional tools are used to ensure that the needs of individual pupils are appropriately understood and planned for.

Available technology is used for assessment, monitoring, recording and reporting. This ensures that procedures are efficient, robust, flexible and powerful and allows data to be more easily accessed, stored, utilised, compared and transferred.

Various Cumbria Academy for Autism subject curriculum documents should be read in conjunction with this policy, as assessment, recording and reporting is integral to many facets of school life.

## Assessing The New National Curriculum

The school is committed to developing the new National Curriculum as its curriculum framework for all students. We are as interested in social progress and therapeutic support as much as academic achievement.

We aim to meet all individual needs with our curriculum to improve and support the learning for the whole person.

We have implemented SOLAR as a way of baselining and tracking pupil progress throughout the young person's whole school journey at Cumbria Academy for Autism.

STAR English and Math's are also used to support our core curriculum (English and Maths), as well as the Accelerated reading program to monitor and track reading ages. KS2 and KS4 assessments will also be used to track academic progress and attainment.

Writing moderations will take place regularly to assess where our children lie with regard to National Curriculum expectations.

We see the SOLAR system as our main assessment tool. We are using the WSP steps which is currently the best fit academically for our school and we also to track the Autism Education Trust (AET) targets of social progress effectively on all pupils. This social progress is of equal weighting and improves the individual's life chances.

IEPs are used to track individual's targets if supported through OT and SALT targets as well as the AETs and academic targets.

## Areas of Responsibility

### ***Class teachers are responsible for:***

- Using these assessment results to set and review appropriate learning targets for the pupils in their class
- Maintaining the pupils Individual Education Plans and SOLAR records
- Assessing children's social and emotional development through the use of AET's
- Coordinating the compilation of the termly data capture when requested
- Providing the relevant data to inform the annual review process/EHCP
- Leading termly progress and review meetings
- Assessing pupils and referring to assessments completed by therapists and psychologists

### ***Subject Leaders are responsible for:***

- Monitoring and evaluating teaching, learning and assessment practices within their subject
- Attending where possible subject moderation meetings
- Monitoring and evaluating pupil progress and performance within the key stages
- Reviewing individual pupil progress

### ***The Headteacher is responsible for:***

- Curriculum and Assessment and aims to ensure that the Assessment, Monitoring, Recording and Reporting policy is comprehensive, coherent, integrated and adhered to throughout the school.

## Purpose

- To establish a coherent approach to assessment across Cumbria Academy for Autism.
- To provide clear guidelines on the school's approach to assessment.
- To provide a system which is clear to students, staff and stake holders.

## Aims

- To establish (baseline) young people's knowledge, skills and understanding upon intake, including strengths and areas of difficulty
- To inform teacher's planning and teaching approaches to ensure that the needs of individual pupils are met
- To regularly monitor the knowledge skills and understanding of individual pupils
- To implement effective systems for recording assessment data
- To appropriately report achievement and progress to pupils, parents and carers
- To evaluate performance against individual, cohort and whole school targets.

- To use the schools intervention approach to determine need and level of intervention

## How Assessment, Recording and Reporting Works at Cumbria Academy for Autism.

Throughout a young person's journey at Cumbria Academy for Autism, they will experience formative, summative and diagnostic assessments. These ongoing assessments will be influenced by:

- Policy
- Individual need
- Joint working with Local Authorities and parents

***The common 'Formal' assessment tools used are:***

<b>Assessment tool</b>	<b>Outcome</b>
SOLAR	<b>Record students progress against WSP Steps and AETs</b>
<b>STAR Reading</b>	<b>Reading &amp; Comprehension</b>
<b>STAR Math's</b>	<b>Math's ability</b>
<b>GL Assessment Standardized reading test</b>	<b>Reading &amp; Comprehension</b>
<b>GL Assessment Math's PTM</b>	<b>Math's Estimated ability</b>
<b>GL Assessment English PTE</b>	<b>Math's Estimated ability</b>

## Marking and Feedback

Our Marking and feedback policy is used within Primary and Secondary to support NC development through the school.

## Monitoring and Evaluation

There is a termly data capture within our cycle for assessment, recording and reporting. Within this cycle the following monitoring and evaluation occurs:

- Termly review of planning including assessment activities by SLT.
- Lesson Observations
- Learning Walks
- Teachers collate national examples of exemplar material to help them make accurate judgements
- Analysis of young person achievement by Head of School before Governor Feedback and annual reviews.
- End of term subject reports and assessment data checked by Form Tutor and Head of School.
- Assessment data included in annual review checked by Form Tutor and Head of School.
- KS4 – External verification and cross school standardization meetings.

As a school we have high expectations for all of our pupils and support each child on their personal learning journey. Currently we have 5 Learning pathways within the school (2021-2022) and we celebrate and record the success within all stages of the national curriculum and unique development levels at their individual ability rather than age related ability. Each child may not follow an age related national curriculum pathway but their personal development pathway will develop them as best as they are able.