



Assessment, Recording and Reporting Policy



January 2020



Park Community Academy

"We grow together, we learn together, we will achieve our best together."

Assessment Recording and Reporting Policy- reviewed January 2020

Assessment, recording and reporting at Park Community Academy is based on the whole school principles of:

- Equal Opportunities.
- Reflecting the needs of individual learners
- Age appropriateness.
- Pupil involvement.
- Recognition of previous learning and experiences.
- Sensitivity and understanding.
- Parental involvement.
- Challenge and progress.
- Legal requirements.

Assessment is a means of identifying the progress which pupils make. It should help reveal what a child knows, understands and can do and assist in the planning their next steps. Assessment procedures at Park Community Academy seek to identify pupils' successes and highlight areas for development.

The purpose and aims of assessment are to develop the whole child and to continually improve the quality of teaching and pupil learning within the school. This will be done through

- Summative assessment where following a course of teaching pupils will be assessed to see what learning has taken place and to ascertain the effectiveness of teaching methods, pupil groupings and resources.
- Formative assessments where staff will use information gained through assessment to inform planning and ensure future learning is matched to individual children's needs.
- Self and Peer assessment. This will help the pupils to develop skills for reviewing and evaluating their own achievements and those of their peers and to participate in setting targets for improvement.

Assessment at Park Community Academy will;

- Be an ongoing tool involving systematic observation and recording.

- Be worthwhile and **informative** for teachers **and support staff**, parents, pupils, **the Trust Board** and other professionals.
- Ensure consistency between teachers within school and between schools **through moderation**.
- Value the **role of** pupils in the assessment process.
- Offer regular opportunities to celebrate every child's achievements, skills and talents and to encourage them to record a wide range of personal achievements.
- Allow regular opportunities for parents/carers to be informed of and actively involved in their child's learning and progress.
- Inform future planning at an individual, whole class and whole school level.
- Inform resourcing, **CPD and staff allocations**.
- Ensure that consistent records are produced and used throughout the school to guide planning, **set challenging targets and track progress**.

Assessment procedures at Park Community Academy

Park Community Academy assess pupil's academic progress using B Squared connecting steps. Our Sixth Form also assess life skills through the B Squared Steps for Life system. Within 6-8 weeks of a pupil beginning their school life at Park Community Academy, teachers use B Squared to provide a 'baseline' of what they can currently do. B Squared data is transferred to CASPA in order to track pupil progress and set challenging targets against national standards for pupils with SEND. In line with reducing teacher workload the number of data drops was reduced from 3x to 2x per year from September 2019. Targets generated by CASPA in line with national expectations are moderated by staff to ensure challenge and progress towards targets is reviewed mid-term and end of year. End of key stage data is also uploaded to the NWSCAP database to allow further analysis of levels of good and better progress.

Evidence to inform our assessment judgements is gathered through ongoing teacher assessment including:

- **Observation, discussion and questioning**
- **Marking and scrutiny of pupils work in line with the PCA marking policy**
- **Collecting samples of pupils work for subject portfolios**
- **Collecting digital evidence to be used through Evisense or to be shared on Twitter and class blogs**
- **Levelling pupil's attainment against the EYFS profile, National Curriculum subject descriptions and B Squared**
- **Use of CASPA and NWSCAP steps to set targets and track progress**

- Pupil self-assessment
- Development of RoA files for every pupil.
- In line with legal requirements all pupils in Year 1 and 2 complete the phonics screening check. At the end of years 2 and 6 all pupils who are in school will participate in Statutory Tasks and Tests if they are judged by their teachers to be able to access them, using an amanuensis, reader, communicator or signer, if this is permitted in the guidelines.
- Pupil outcomes at the end of KS4 and KS5 are reflected in GCSE, BTEC, **Functional skills, ASDAN** and Entry Level qualifications. Ongoing pupil assessments indicate pupils who are able to access GCSE and BTEC courses **and PCA offer a comprehensive range of Level 1 and 2 BTECS alongside GCSE maths and Art.** PCA is proactive in finding and delivering new courses in order to meet the learning and assessment needs of our pupils. An example of this is the expanding BTEC **and Functional skills offer** available to our pupils.
- Tests may be used at other times to help teachers in making their judgements regarding pupil progress in a particular subject or to prepare pupils for statutory tests by helping them to become familiar with the layout and language of the test papers.
- Assessments completed by external agencies, such as SALT, **EHA**, CAMHS, OT, PT, EP
- **Targets are reviewed and refreshed as part of the annual review process and EHCP objectives are updated as required. The annual review process also allows the pupils to assess their progress and consider their aspirations for the future. Parents/carers are also given a voice through the process.**

How is our assessment moderated?

- Internal moderation and ongoing work scrutiny procedures are in place to ensure that teacher assessments are consistent across the school.
- External moderation- Park Community Academy will meet with staff from other **Lancashire and Blackpool** Special Schools **and across the Seaview Trust** to externally moderate work in a range of different subjects. This will support levelling and verify judgements. It will also provide valuable professional development
- **All accredited work is externally moderated by the appropriate examination body**

Reporting to parents

End of year reports outline

- How well each pupil is doing across the curriculum in written and graph form
- Targets for future development.
- Additional activities which are part of the child's core and extended curriculum.
- General progress and attendance
- Results of statutory assessments which have taken place.

Parents meetings provide regular opportunities for teachers to communicate with parents/carers about their child's curriculum, progress, targets and how they can support their child's learning. We host 2 Parents Evenings over the year and each child also has an Annual Review of their EHCP. These meetings form an extremely important part of the assessment process at Park Community Academy, enabling both staff and parents/carers to understand the whole child and to address and support issues which may be impacting on progress. The school has an open door policy for parents/carers and regular contact is made through letters, home school diaries, phone calls and texts, alongside class blogs, Twitter and the PCA website. Parents are also invited to attend a number of social events across the year as well as being given the opportunity to complete OFSTED Parent View and the PCA parental survey.

Administration of external assessments

At Park Community Academy we ensure that where appropriate all pupils have access to relevant external accreditation. We follow all JCQ guidelines and administer access arrangements and reasonable adjustments in line with these guidelines. A full suite of exams policies is available.

Assessments made by other professionals

If a child is receiving support and/or assessments from any external agencies e.g. SALT, OT, EP or CAHMS information received from these professionals will be used to support teaching strategies and learning outcomes for the child.

How is the data collected to be used?

All data collected contributes towards building a clear picture of a pupil's progress, achievements and targets for the future. The data will inform us about

- Individual pupil performance and progress towards targets
- Pupil/class/cohort performance compared to peers at Park Community Academy
- Pupil/class/cohort performance compared to the National Caspa and NWSCAP data set
- The achievements of different groups of pupils e.g. CLA, FSM, PP
- The achievement of pupils in different subjects- this will then inform teacher appraisal and staff development
- Inform the School Improvement Plan
- Inform Parents, Governors, the Trust Board, the LEA and Ofsted inspectors

All data will be stored securely using a password protected system and in line with PCA's GDPR policy.

Policy reviewed and updated January 2020