

PLANNING, ASSESSMENT, RECORDING, REPORTING AND CELEBRATION POLICY

INTRODUCTION

This policy was drawn up by the Senior Management Team after full consultation with the staff, and using resources and guidance provided by DFE, QCA, KASS, consultation documents ie Rochford Report and individual consultants. It will need regular ongoing revision and review and we would anticipate that it would change as the needs of the school change.

We believe that the system should be uniform across the school and therefore transferable between classes and teachers. It should record and demonstrate an individual child's achievement and rate of progress. It is compiled with reference to the National Curriculum, Foundation Stage/EYFS curriculum, St Nicholas Schools KS 1-4 curriculum including the SHINE curriculum, Life and Living Skills curriculum, Entry levels and beyond to the KS5 Curriculum.

For some pupils we believe the National Curriculum programmes of study, or other curriculae (Equals/ St Nicholas School Curriculum) cannot adequately demonstrate progress made and for those pupils as assessing pupils with complex needs and very low attainment can be more complicated than assessing other pupils (CAWL 2015). It is essential for these pupils we monitor and respond to pupil engagement in order to personalise our teaching and empower pupils to access new learning, we have developed a SHINE curriculum and shared goals programme which tracks progress in these key areas. The KASS (Kent Association of Special Schools) 'Pupil Asset' assessment tool tracks formative and summative pupil progress across the school from FS –KS5. The senior leadership team (SLT) monitor pupil progress 3 times a year by using Pupil Asset and CASPA. On CASPA we can compare our pupils progress with other pupils nationally with similar starting points. Pre-School/Reception class pupil progress is tracked using the Foundation Stage profile and EYFS Curriculum.

KEY PRINCIPLES

This policy should enable us to:

1. Meet the needs of our pupils by:-
 - ❖ Accurately identifying and tracking their progress
 - ❖ Highlighting strengths and difficulties together with strategies for managing them
 - ❖ Celebrating a broad range of achievements and continually raising the expectation of success
 - ❖ Providing reliable and credible information to support learning
 - ❖ Involving them in review and target setting as far as is practicable
 - ❖ Offering National Accredited qualifications
 - ❖ Offering support for person centered planning facilitating a personalised curriculum
 - ❖ To provide longer-term wider outcomes and meaningful ways of measuring all aspects of progress including communication, social skills, physical development, resilience and independence (CAWL 2015)
 - ❖ Offering regular School Council meetings/Election of a President as an opportunity for pupils to raise their ideas and change practice within the school.

2. Meet the needs of the teaching teams by:-
 - ❖ Creating manageable, sustainable, consistent and useful plans/targets
 - ❖ Plans based on clear and shared criteria
 - ❖ Supportive of quality teaching and learning

- ❖ Providing reliable and valid assessment data (Using the St Nicholas School marking and assessment proforma /Pupil Asset/and for higher needs pupils shared goals and engagement scale data)
- ❖ Offering training to support good practice (Iris connect/reflection staff meetings)

3. Meet the needs of parents by:-

- ❖ Involving them in person centered planning with the child
- ❖ Highlighting their child's success and progress
- ❖ Providing them with opportunities to review and discuss their child's achievements
- ❖ Involving them in helping to meet learning targets for their child
- ❖ Providing them with assessment data on their child's attainment levels and an annual progress report
- ❖ Providing them with workshops, Family Support Workers, Support Groups with parents

POLICY INTO PRACTICE

DEFINITIONS

PLANNING is the curriculum planning and includes the following:

- Long term planning - curriculum coverage maps
- Medium term planning - taken from the appropriate N.C. key stage programmes of study – (proforma now used from Year 2 – Year 11, specific proformas for Foundation Stage and KS5)
- Short term planning – including daily plans

ASSESSMENT is the judgement teachers make about a pupil's attainment based on knowledge gained through techniques such as observation, questioning, marking pieces of work (using the St Nicholas marking and assessment proforma consistent across the whole school and the engagement scale for higher needs learners) and testing. Assessment takes two forms: Formative (day to day) teacher assessments – for learning and of learning. Summative assessments record the pupils progress, achievement and attainment to date

RECORDING is a teacher making a record of significant attainments to inform curriculum planning (using the St Nicholas marking and assessment proforma consistent across the whole school and shared goals paperwork). The school is currently piloting for higher needs learners using a recording and assessment form with the seven aspects of engagement: responsiveness, curiosity, discovery, anticipation, persistence, initiation and investigation.

REPORTING is the process of informing others about the pupil. Records of pupil's attainments should be useful when preparing these reports.

Meeting statutory requirements

- ❖ Keep an individual record
 - for each pupil
 - updated at least three times a year (on pupil asset where the teacher adds on formative data and summative data)
- ❖ Send home an annual report to parents in the form of an end of year report
- ❖ Complete the statutory requirement to transfer end of key stage information

- ❖ Report end of Key Stage results in the school prospectus and Website and the Governors' annual report to parents

PLANNING ASSESSMENT INTO LEARNING

Consider your -School aims and values -Statutory requirements -Children's entitlement to quality learning, teaching and assessment	
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Decisions about -What you want children to learn (learning objectives) -Identifying success (assessment criteria both summative and formative) -a differentiated curriculum that personalises pedagogy to meet the needs of and engages individual learners	
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Next steps in learning: -Using assessment information to inform planning -Matching work to individual needs -personalised outcomes and pathways for individual pupils (shared goals)	Planning for learning to happen: -Building on what children already know, understand and can do (continuity and progression) -Starting point (and organisation), resources, groupings, time-span -For pupils to achieve depth of learning curriculum, pedagogy and assessment are inextricably linked
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Gathering evidence: -Deciding how much and what should be recorded -Giving feedback/marking -Feedback on participation and engagement for higher needs learners	Managing learning in the classroom: -Explaining the learning to pupils ensuring they are clear about the criteria -Creating opportunities for assessing the learning - providing opportunities for learners to be engaged and motivated to participate in new learning activities and who will retain knowledge from some of what they have experienced
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Looking for learning: -What children are doing, saying, writing, making, talking about, questioning, participating in, engaged in - Engagement for learning and the incremental acquisition of accessed learning	

AGREED PRINCIPLES FOR RECORD KEEPING

- ❖ Reception and Early Years (pre-school) use the Foundation Curriculum and FSP to record entry and exit levels to the curriculum delivery by Early Years Birth – 5 years assessment,
- ❖ We will use a common marking and assessment sheet in each Department, the Pupil Asset assessment system used for all curriculum subjects taught within the school, in addition we will use additional systems like MOVE assessment tool, SDQ's, MAPP, Leuven, shared goals, engagement scale where appropriate to show pupil achievement in additional areas of the pupils personalised programme.
- ❖ Records will highlight progress, identify achievements and allow them to be recorded as and when they occur – at least three times a year teachers record data onto the Pupil Asset assessment tool
- ❖ Records will provide comprehensive up-to-date information on the whole child
- ❖ They will enable the teacher and learner to identify future learning aims and clarify expectations
- ❖ They should allow the pupil to become involved in record keeping as part of the learning process
- ❖ Records will be brief, relevant, jargon free, will include those in non-written form and will therefore not be paper intensive
- ❖ They will include clearly stated learning objectives (Section F/IEP's), will allow for regular reviewing and planning and be used as evidence in summative statements like reports etc.
- ❖ They will not impose on the teaching process but provide feedback on its effectiveness

KASS statement of assessment for children and young people of all abilities

In KASS schools there will be a continuum of assessment to cover the age range 0-25 of all abilities (incorporating the EYFS). The continuum will encompass a broad range of accreditations and programs of study so that schools can demonstrate the impact of their curriculum on student's ability to gain appropriate skills, acquire knowledge and develop understanding for the next stages of life. The continuum will measure progress and determine where progress is inadequate so that appropriate intervention can be provided swiftly.

KASS principles of assessment:

1. Assessment is at the heart of teaching and learning

At St Nicholas all teaching staff have a role in assessment of and assessment for learning. Teachers and HLTA's in particular play a leading role in marking and assessment forms. Pupils will understand what their next steps to learning are and be given feedback appropriate to their needs.

2. Analysis of assessment will improve the quality of teaching

At St Nicholas teachers professional judgement will enable them to make ongoing formative assessment via pupil asset and or any other system we use such as shared goals, MOVE, reading assessments. Analysis of summative assessment will be achieved 3 times a year by the senior leadership team (SLT). In addition the SLT will meet with each teacher for a progress meeting 6 times a year to discuss pupil progress and achievement and act swiftly if any pupil is not making the required progress.

3. Assessment will be accurate, consistent, reliable, free from bias, understood by all and increase parental confidence

At St Nicholas School there are moderation meetings within departments, across departments, school wide and County/KASS wide across all subjects and key stage specific where appropriate ie EYFS/ post 16.

4. Assessment will draw on a wide range of evidence to provide a complete picture of student's achievement over time

At St Nicholas School this means assessment evidence is used to ascertain learning and progress across lessons, sequences of lessons and across the year/ key stage as the pupils learning journey progresses. This is shown within the marking scheme evidence, evaluation of teacher planning within MTP and daily planning. There is also evidence of this through the pupil progress files which are monitored along with teacher files up to 3 times a year by SLT.

5. Assessment will be used to set high expectations for all students, to celebrate achievement and to inform the next steps for students, their families and teachers.

At St Nicholas we use the annual Education and Health Care plan (EHCP) review to look at formal assessment and progress for pupils individual provision plan section F (IEP) and individual objectives. The pupils individual programme is evaluated and next steps in learning planned accordingly with the family, teachers and pupil at the heart of the process where appropriate, with the aim of their future independent lives beyond school becoming the main focus.

The EHCP becomes the focus of future planning for the pupils learning, progress and individual pathway.

A curriculum based learning model has been established in KS 2, 4 and 5 to enable the most appropriate learning programme (academic, independence and life skills) to be created.

This model has been further developed in the satellite provisions to give some pupils a more mainstream experience to their programme both at Primary and Secondary.

Central to the EHCP process is transition planning at key milestones: secondary transfer, at years 9 and 11 and transition to future destinations at ages 16-19. At ages 16-19 central to the process is to find the most appropriate provision to enable high quality learning, vocational experience and personal independence development.

6. The reliability of teacher assessment will be achieved through rigorous moderation

At St Nicholas School please refer to the robust moderation systems described above and in the moderation portfolio section. This system ensures reliable and accurate teacher assessments at St Nicholas School.

SCHOOL CURRICULUM AREA PORTFOLIOS

MODERATION PORTFOLIO

Each key stage manager and curriculum team lead will compile a moderation portfolio containing representative examples of pupil attainment with teacher annotations at the required levels to ensure consistency across the KS/CT. At middle leaders meetings 3 times a year representative work from each of the above will be presented at a whole school managers meeting so as a school we can ensure judgements made at a department/subject level are consistent across the whole school. The DHT will compile a school moderation portfolio containing agreed standards/examples from whole school moderation meetings.

PUPIL PROGRESS FILES (For pupils on shared goals programme)

These progress files will have evidence from each of the pupils critical target/outcome areas. Evidence will be added 3 times a year (end of terms 2, 4 and 6) to demonstrate progress and achievement in these areas. The annotated moderation form that accompanies the evidence will add a P level score. The pupils will also have a section for certificates and special events.

PUPIL PROGRESS FILES (Key Stage 1 & 2)

Three times each year (end of terms 2, 4 and 6), for each pupil, a representative sample of that pupils work with annotations will be inserted into their portfolio. The areas to be included will be 1 piece of work from the following:- At KS1 – English (R,W,S&L)/Math (N, SSM, U&A)/PSHE/Special events/Inclusion/Certificates. At KS2 English/Math/Science/PSHE/Inclusion/ Certificates and special events. At the end of KS2 the portfolio will be reviewed by the Secondary Teaching team and then awarded to the student during a celebration assembly.

PROGRESS FILES

As the pupil progresses through the school, their role in the assessment process becomes more active and their participation increases towards pupil self-evaluation. The Pupil Portfolios then become more of a Pupil Record

of Progress in which the pupils themselves have selected pieces of work or photographs and evaluated their own performance at least three times a year (end of terms 2,4,6). We will continue to use the National Progress Files for pupils coming up to school leaving age with inserts devised to present the pupil's efforts and achievements in a clear and dignified fashion. The section headings will be:

- ❖ English & Communication
- ❖ Mathematics
- ❖ Science
- ❖ Computing
- ❖ Special Events/Community activities/PSHE
- ❖ Work Experience/Vocational/Inclusion
- ❖ Certificates/Accreditation

The final Progress Record folder will also contain details of any accredited courses that the pupil has participated in. It is the school's policy to pursue the accreditation of courses for pupils at Key Stage 4 and those in the KS5 Unit where it is possible. We therefore see the aims of the Progress File to be:

- ❖ Contributing to the raising of all young peoples' achievements through and beyond the National Curriculum
- ❖ Improve young peoples' motivation and increase their participation in the learning process
- ❖ Prepare young people for transition to further education
- ❖ Help schools consider how well their curriculum, teaching and organization enable young people to develop their all-round potential

Which will involve:

- ❖ Sharing learning aims and outcomes with young people
- ❖ Reviewing progress with young people
- ❖ Acknowledging and, where appropriate, recording achievements made by young people, both within and outside the educational establishment
- ❖ Planning realistic and achievable targets within an appropriate timescale

ICT

Plans will be made as part of the schools' ICT policy to develop the use of IT in the collection of assessment data both by the pupils and by teachers and TAs. All of our reports are word-processed documents and our learning outcomes are recorded for many subjects and students on MTP sheets which will be collated in pupil and PE files (in Secondary Department). Pupils individual targets and outcomes will be reviewed 3 times a year on the section F paperwork from the pupils EHCP.

We review progress in all subject areas through the web-based Pupil Asset assessment tool. We plan for all those pupils in Key Stages 1-5 to use this system which feeds onto our school data tracking programme CASPA. Our EYFS department is currently recording pupil progress on pupil asset and has devised a separate IEP proforma. The Reception Year and pre-school use the Foundation Stage -Birth to Five profile.

SENIOR LEADERSHIP TEAM FRAMEWORK IN THE MONITORING OF PUPIL PROGRESS AND TEACHER PLANNING

- Teacher files collected and monitored three times per year by member of SLT in order to monitor planning and pupil progress
- Pupil progress files collected and monitored twice per year to monitor individual pupil progress
- On-going lesson observations of teaching and learning throughout the year by SLT
- Collection of data three times yearly

- Moderation of pupils work in whole school middle leaders meetings and Key Stage Staff Meetings and curriculum team meetings. All curriculum team leads attend County/KASS moderation meetings between 1-3 times per year.
- Moderation of the Early Years Foundation Stage Profile at County/KASS level and within departments.
- Monitoring of vulnerable groups three times per year
- Monitoring of behaviour and incident logs three times per year
- Monitoring of all pupils running data record three times a year by SLT
- Monitoring of reading diaries ongoing throughout year by SLT
- Monitoring of key aspects through learning journeys throughout the year by SLT.

Governors will be invited to attend any of the above during the academic school year.

MONITORING AND REVIEW

This policy will be monitored on a yearly basis by the designated teacher to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

St Nicholas School aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

LINKS TO OTHER POLICIES

<p>All curriculum subjects Safeguarding Teaching and learning</p>

<p>ANGELA PIKE REVIEWED 2017</p>
