



Assessment, Recording and Reporting Policy

Riverside School

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About this Policy:

This policy lays out the Riverside School assessment, recording, Target-setting and reporting practices, approaches and systems.

After reading this policy Staff, Parents and Governors should understand:

- The systems that Riverside School uses to ensure that assessment and recording is integral to enhance the quality of day to day teaching and learning experience of students
- What the school expects of staff in terms of their role in the programme of continuous assessment, embedded in the use of SOLAR
- When and how Target-setting is used
- The role of the SMT Partners in assessment, in terms of monitoring and support of teachers
- How the Peer Moderation and Monitoring system works
- Governors should be able to understand where children are going in their learning and what they achieve or where they develop
- Parents should be able to understand exactly how their children are assessed and how progress is reported to them

Assessment, Recording and Reporting

The purpose of this document is to show how student progression in all areas of the curriculum is planned, assessed and reported on. At Riverside we know how planning, assessment, record keeping and reporting are inter-related. They are all integral parts of the teaching process.

We believe that when teachers identify and record in advance what they intend to assess during a lesson and then record the outcomes of this assessment in a systematic way, it is more likely that the information will contribute to a developing picture of each student's attainments and learning needs and influence teachers' future plans. Riverside assessment systems and processes support the delivery of this aim as explained through the key elements below.

1. Assessment

1.1 The Purpose of Assessment

Assessment is an integral part of teaching and learning. It serves several purposes:

- ‘Formative’ (Assessment for Learning) provides information for the teachers to plan the next steps in students learning. Assessment is not an end in itself; its main purpose is to support teaching and learning by identifying what students already know and can do and what their next step should be. Assessment for Learning is an integral part of teaching and learning, which is evident in every lesson.

- ‘Diagnostic’ and ‘functional’ assessment provides more detailed information about student’s individual strengths and weaknesses

- ‘Summative’ assessment provides a means for the recording of overall achievement of a student in a systematic way usually at the end of a term, year or key stage. Aims of Assessment

- To establish as accurately and honestly as possible the student’s level of function in all areas of the curriculum;

- To provide a starting point/baseline for future decisions regarding the students individual curriculum needs and learning programmes in order to set achievable goals;

- To relate back to the students statement;

- To monitor progress and acknowledge achievements;

- To demonstrate continuity, progression and development for individual students;

- To report achievements to parents/carers and to provide a basis for discussion with parents/carers and other professionals regarding the student’s progress and future needs;

- To monitor the appropriateness of the individual teaching programmes devised;

- To inform future planning;

- To offer staff the means to evaluate their teaching methods.

1.2 Riverside's Approach to Student Progress

At Riverside teachers, working with their support staff to:

- identify each student's strengths and the priority areas for their future learning establish where the students are in their learning;
- deliver the Riverside 8 progress measure curriculum for each student;
- • identify "next steps" for each student and carefully plan a route to their learning destination expressed as a clear learning objective;
- make regular checks on progress over time by identifying progress within individual lessons or a series of lessons;
- make adjustments to the "next steps" as student progress dictates (this is a direct reference to the use of the Riverside Marking Scheme);
- use weekly class meetings to evaluate and improve the teaching strategies for each student;
- support students, where appropriate, to monitor their own learning;
- identify, celebrate and share achievement using evidence to adapt what happens in the classroom to meet the learner's needs.

Prior to entry to Riverside School in Year 7, either an individual meeting with the class teacher will take place at the feeder school or for the main feeder school, (The Brook School), there will be a Transition Meeting where groups of teachers meet to discuss the student's learning, progress and levels and where evidence of learning is reviewed. This process informs the Riverside baselining work which takes place early in the Autumn Term each year. Students who join our school other than in September are assessed by their new class teacher with reference to attainment data received from the predecessor school and the internal assessments made by Riverside staff.

1.3 Assessment for Students with PMLD; SLD and ASD & Additional Issues

Students with significant medical needs, including degenerative conditions; those in the earliest stages of development and those with challenging behaviour make particular demands on the assessment process e.g.:

- It is very difficult to assess a student's attention to stimuli if they are only alert for part of the day or if their postural management is such that they can show few unambiguous responses;
- For these students, the initial aim of assessment may be to identify potentially reliable responses and, over time, to build a profile of stimuli likely to elicit a response;
- It is difficult to assess/access learning before a student is able to manage their own behaviour sufficiently to focus and show consistent responses;
- • Our students' progress is not always linear and skills are rarely generalised spontaneously. Teachers need to use their professional judgement in analysing the outcomes of any assessment when recording onto SOLAR;
- We need to be alert in our observations of students responses, some of which may be fleeting;
- We need to be observing lessons and students' responses consistently and using consistent language to do so;
- Parents are crucial in gaining both formally and informally an understanding of the significance of what we see in order to determine the quality of learning;
- Responses and incidental observations involves sharing what we know about our students and the quality of their responses as we see them from day to day;
- Staff know each individual student very well, which helps us interpret the meaning, significance and quality of their responses. The nature of the students responses is an indication of their attainment and how well they are learning.

1.4 Self-Assessment - Involving Students

Whenever possible, students are involved in their own assessment by reflecting on their experiences and setting their own targets. This can be achieved using SOLAR jointly as a teaching resource and a record book.

We involve students in recognising and assessing their progress in ways that reflect their level of understanding. We want our students to recognise their success and feel pleased with their achievements; this should increase their self-awareness and improve their self esteem

We realise that for many of our students, especially those with PMLD, this will be difficult but some ways of encouraging student involvement could be:

- Personal evaluation and reflection within the class group at the end of a lesson/day or week, celebrating what each student (especially the weekly focus student) has done and reviewing in relation to learning objectives. This also takes place on a whole school basis at Friday assemblies.
- Through the use of recording procedures i.e. students are involved in recording outcomes for themselves and the class e.g recording student's choices for drinks and measuring and recording the growth of a plant.
- Some students are able to understand their goals and targets and the objectives set for each lesson. Staff will help them to understand the progress they are making and what they need to do next to continue learning 'next steps'.
- Some students are able to recognise when they have done well during a lesson, either from the outcome or because they know that staff are pleased with them.

1.5 SNA Role in Assessment

Although teachers are responsible for ensuring that assessment is planned for and takes place, all members of the classroom team are involved in assessment during lessons and in sharing the information with teachers. SNAs are aware of the students learning objectives for each lesson.

1.6 MDT Class Meetings – Key Skills

The following Key Skills system is being evolved and made more effective with a transfer to SOLAR (the online tool used by the school by the start of the summer term 2016). The move onto SOLAR for this very important part of the school's work has taken place and has been developed by an in house team of MDT colleagues, Teachers, Senior Leaders and other professionals working with our SOLAR partners to ensure that we have the best system available for our students.

Other professionals (e.g. physiotherapists and speech and language therapists) make separate assessments of students' progress in their specialist areas as well as observing progress during the lessons in which they support students. This information is shared with teachers, so that they can use it to inform future lessons and to set future targets. Therapists provide functional assessments, support and advice for teachers when writing schemes of work in relation to access to all areas of the curriculum plus specialist areas such as the dark room.

The areas assessed and reported on (although not for every student as this is dependent on need) are as follows:

Functional Skills

- A. Communication (S&L focus) - *Speech sounds, spoken language, social communication, specific communication difficulty, eating, drinking or swallowing.*
- B. Movement (PT focus) - *Physical, orientation and mobility.*
- C. Independence (OT focus) - *Daily living; leisure and recreational skills.*

Skills for Learning

- A. Working with others in a team
- B. Reflecting on learning

- C. Problem solving and independent enquiry
- D. Application of mathematical and number skills
- E. Using ICT

Personal Skills and other priorities

- A. Behaviours
- B. Organisation and study
- C. Personal and social
- D. Emotional well-being

To facilitate the exchange of student progress information in this domain Riverside School has an established schedule of MDT Class Meetings to ensure that the termly Key Skills Report is completed. The Key Skills Report records a termly set of targets and an assessment of how well they have been achieved by the student. Class Team and therapists discuss assess individual student progress towards target each target and record assessments on the Key Skills Report (sheet).

- Class Team records individual student progress on Key Skills sheet on screen
- Class Team and therapists discuss relevant whole class generic targets
- Class Team and therapists set generic targets for class
- Generic targets entered for individual students on Key Skills sheet on screen in class – please do this during the meeting.
- Such targets could reference environment and general principles.

1.7 Schemes of Work

Each scheme of work that a teacher writes identifies Learning Objectives i.e. what we want students to learn over the term in relation to skills, knowledge and understanding; Activities i.e. a range of activities differentiated for each student dependent on their individual objectives and outcomes (assessment opportunities i.e. how students will indicate that they have learned or achieved the learning objectives-see guidelines for teachers).

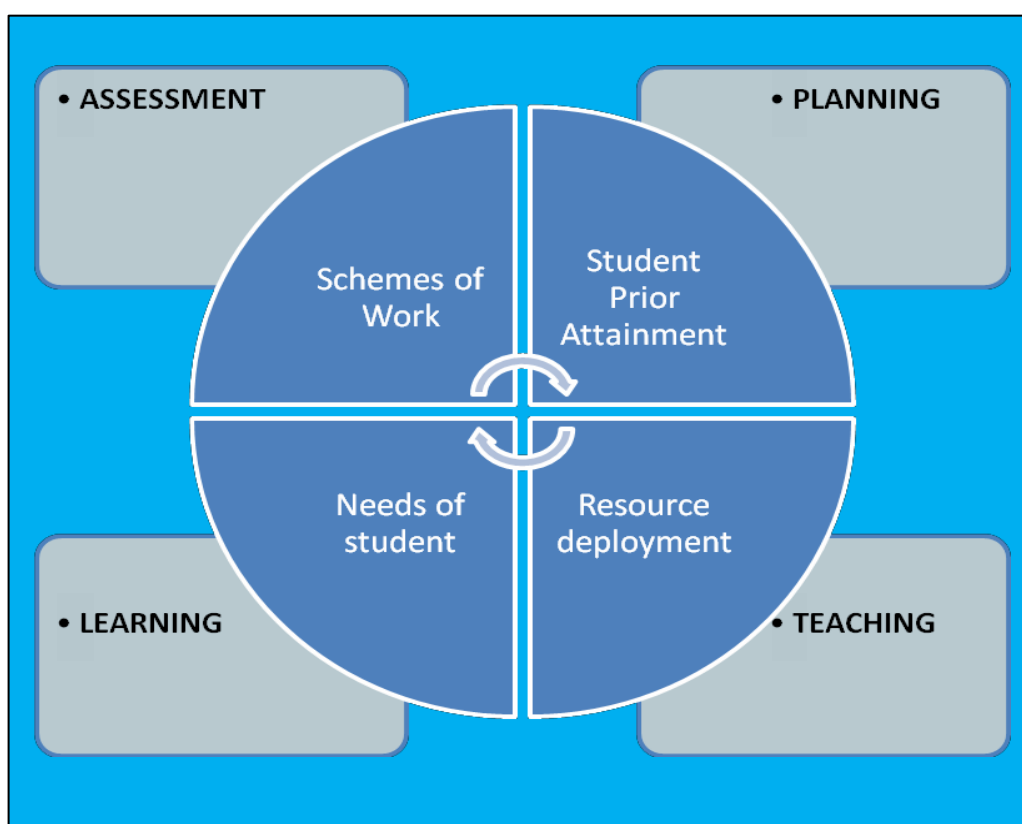
Teachers write schemes of work using the school template. The schemes of work plans show week to week activities, learning outcomes, differentiated by levels resource requirements etc.

Schemes of work are accessible in the classroom (they are stored in the [Staff Drive > Classes > Class > Scheme of Work](#)). This is especially important to know if the teacher is absent.

1.8 Baseline Assessments

Prior to entry to Riverside School in Year 7 either an individual meeting with the class teacher will take place at the feeder school or for a main feeder school there will be a Transition Meeting where groups of teachers meet to discuss the students learning, progress and levels and where evidence of learning is reviewed. This process informs the Riverside School baselining work which takes place early in the Autumn Term each year. Students that join our school other than in September are assessed by their new class teacher with reference to attainment data received from the predecessor school.

RIVERSIDE SCHOOL ASSESSMENT DIAGRAM



2. Recording

Key Elements

2.1 Record Book

We use SOLAR as our online RECORD BOOK for each student. Each teacher records student achievement on SOLAR and stores evidence of that learning and achievement in the system. This is a daily and routine practice, embedding and informing teaching and learning for the direct benefit of students on a rolling basis. Samples of student work or evidence of learning is recorded and stored onto SOLAR. The recorded activities on SOLAR can include tasks that form part of an individual programme or illustrate the broad curriculum.

2.2 Class Meetings

At Riverside we have weekly Class Meetings for the class teachers to lead their Teams (SNAs) to review the learning that has taken place over the previous week – and to record these assessments on SOLAR with evidence of learning and context of learning as appropriate.

In addition the Class Meetings are used to plan the next week of teaching and learning activities with reference to the medium and short term needs of the individual students and of the class as a whole. SNAs have a key role in gathering evidence of student learning which they bring to these weekly meetings to support class teacher planning and to inform student progress considerations.

2.3 Marking

At Riverside marking is a key element in providing feedback to the student, to the class team, to SMT Partners and to parents what a student is doing well and what they need to be able to do next to make progress. Marking has to be appropriate to the level the student is working at and formed accordingly. Once students are able to understand formal language they are given specific, honest feedback rather than just praise. Marking and feedback are regular (at least one piece of marking per week)

- Marking and feedback are at the appropriate level and use
- The Riverside Marking Stamp/Post It/Printed Sheet is used (where written comments are used)
- The students know the purpose of the task – as appropriate
- The students know how far they have achieved this task, ***What you did well*** - as appropriate
- The students know how to move closer towards their goal of learning – ***Your next steps*** - as appropriate

2.4 Target-setting

Target-setting is a key feature of the Riverside Assessment Calendar. We set targets for all students once each year. Staff have been trained how to set ambitious but realistic targets with reference to CASPA EXPECTED and ABOVE EXPECTED data base information and guidance. Target-setting is scheduled early in the Autumn Term after staff have had an opportunity of teaching students for at least 4 weeks. Targets are set with direct reference to prior attainment and student age by Class Teachers and SMT Partners working collaboratively together. The Targets are recorded onto SOLAR in the PREDICTIONS section of the software for each student.

2.5 Peer Moderation

Riverside's Assessment, Target-setting, Recording and Reporting Calendar features 3 key Termly Peer Moderation Events over the course of the year. The Peer Moderation Events enable Class Teams (usually 2 classes) to meet together with moderation agenda, review the assessments and evidence of learning of each other's class and engage in professional learning discussions. The purpose of these events is to ensure that assessment is accurate, that evidence of learning is aligned to the levels being recorded on SOLAR. There is in addition a creative and professional opportunity to learn from each other; to review where students are making good progress related to a scheme of work, a specific piece of teaching and learning practice or the use of a particular resource.

The Peer Moderation Events are for the whole class team with teachers and SNAs working together to review how progress data is being used to inform and shape teaching and learning planning.

2.6 SMT Partner Moderation

Riverside School's Assessment, Target-setting, Recording and Reporting Calendar features 3 key Termly *SMT Partner Moderation Events* over the course of the year. The SMT Partner Moderation Events enable Class Teams to meet together with their SMT Partner, review the assessments and evidence of learning. The purpose of these events is to ensure that assessment is accurate and that evidence of learning is aligned to the levels being recorded on SOLAR.

There is in addition a creative and professional opportunity where the SMT Partner can facilitate and share broader elements of best practice between Class Teams.

The SMT will monitor individual student's progress and will establish support sessions with class teachers through the school's line management system, to advise on all aspects of school policy and practice.

2.7 External Verification

Riverside School has commissioned an external Special School Consultant to once per term to validate / audit of the SMT moderation activity.

The Special School Consultant carries out a comprehensive and incisive 'sense checking' activity of the SMT work, by sampling the judgments made in relation to the quality of feedback given to staff, balance and accuracy of the judgments used with recommendations on how we can further improve our work in this area.

The Special School Consultant has a free reign to examine the evidence of SMT judgements (having access to the SMT Moderation folder and SOLAR, for cross referencing purposes). In addition the Special School Consultant may need to review a piece of physical evidence in some cases, to be able to verify the quality of SMT judgements.

2.8 Student Progress Review

Student progress review meetings are scheduled for the beginning of the autumn term for each class teacher and the Deputy Head with responsibility for student progress. Each class teacher is provided with individual student progress information for their class with reference to the targets recorded onto SOLAR and CASPA Percentile analysis.

Each class teacher is expected to provide a short narrative for each student contextualising the student's progress to inform the meeting with the Deputy Head. The focus of each student progress review meeting is to understand the progress made by each student and will be used to inform; where practice may need to change to reflect student need; what interventions may be required to ensure good future progress; if there are any patterns embedded within the student progress data which need particular consideration; if there has been examples of best practice which could be shared with colleagues at the Riverside School Model Practice Sessions.

2.9 Student Progress Analysis

Using CASPA Comparison of progress vs expectation from the Riverside 8 Progress Measure the following analysis is carried out in July each year:

2015 Overall student Data Analysis, KS3 Progress Analysis, KS4 Progress Analysis, Whole School Progress Analysis by GENDER, Whole School Progress Analysis by DEGREE of LEARNING DIFFICULTY , Whole School Progress Analysis by ETHNICITY, Whole School Progress Analysis by LOOKED AFTER CHILDREN and Whole School Progress Analysis by FREE SCHOOLMEALS. The past three year's Student Progress Analysis Reports are on the Riverside School website under the teaching and learning tab.

2.10 Induction

The Deputy Head aims to induct new members of staff, giving information to staff regarding assessment procedures to be undertaken at agreed times, supporting individual staff in the process of assessment and to co-ordinate and lead INSET relating to assessment. All staff have a responsibility for the

assessment of the children they teach. Where necessary, training is arranged to support all teachers in this role. It is provided as part of an induction programme for teachers new to the school and as part of an ongoing CPD programme.

As part of the ongoing monitoring process the Deputy Head works with the KS3 and KS4 Curriculum Leaders to ensure that standards are consistent throughout the school.

3. Reporting

3.1 Termly Reports

Every student at Riverside School receives a termly report which consists of:

- A SOLAR current attainment report as measured against targets for the Riverside Progress 8 Measured Subjects;
- A Key Skills report outlining the MDT and class teacher assessment of student progress against targets (this will be evolved to a SOLAR online Key Skills Report in the summer term of 2016).

3.2 The Annual Review

The Annual Review meeting fulfils the legal requirement to review a student's Statement/EHCP annually and to report to parents on their student's progress within the National Curriculum. We involve parents in the Annual Review process by seeking their views on their student's progress and priorities for the following year.

Teachers write a full report of the learning activities in which each student has taken part and the progress they have made at the end of each year and this document includes details of National Curriculum assessments, (p-levels and NC levels). Students attend some or all of their annual review, depending on appropriateness.