



Assessment, Recording and Reporting Policy

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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 the key points to assess during planned sequenced learning 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. Our assessment methods plot the journey each student makes through their curriculum.

1. Assessment

1.1 The Purpose of Assessment

Assessment is an integral part of our teaching and learning at Riverside. Our teachers use assessment to embed learning, check on knowledge and skill acquisition and use this information to plan and develop teaching.

Assessment 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 student’s EHCP;
- To monitor progress and acknowledge achievements;
- To demonstrate continuity, progression and development for 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;

- To inform future planning;
- To offer staff the means to evaluate their teaching methods.

Overall our assessments allow us to have an insight into the learning of each student. Riverside's Approach to Student Progress

1.2 School Approach to Student Progress:

- identify each student's strengths and the priority areas for their future learning establish where the students are in their learning;
- deliver the Riverside Progress 8 and Developmental 8 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 sequence 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 previous setting and the internal assessments made by Riverside staff.

1.3 The Engagement Model: Assessment for PMLD Students

- The engagement model is used to assess students with serious cognitive impairments and learning difficulties operating at the very earliest stages of cognitive, physical, social and emotional development. These students are likely to experience one or more of the following;

-significant sensory impairment

-significant communication impairment

- significant motor impairment

-complex medical needs

-dependency on technology (including augmentative and alternative communication)

- Our students' progress is not always linear and skills are rarely generalised spontaneously. Teachers use their professional judgment in analysing the outcomes of any assessments.
- We need to be alert in our observations of students' responses in the following five areas of the Engagement Model:

Exploration - Shows whether a student can build on their initial reaction to a new stimulus or activity. • Exploration becomes more established when student is still responsive to the same stimulus or activity when it is presented in different contexts or environments. • Exploration is important in identifying which stimuli or activities interest the student and motivate them.

Realisation - How the student reacts with a new stimulus or activity discovers a new aspect or familiar stimulus or activity. • They will display behaviours that show that they want more control. • Realisation becomes more established when the student uses the newly developed skills or knowledge in new ways.

Anticipation - How a student predicts, expects or associates a stimulus or activity with an event. • To start to anticipate that a familiar activity is about to start or finish by interpretation of cues or prompts. • Anticipation becomes established when the student shows an awareness of a familiar activity even when prompts are reduced. • Anticipation is important in measuring the students understanding of cause and effect.

Persistence How the student sustains their attention in a stimulus or activity for long enough that they actively try to find out more. • Persistence becomes more established when the student show determined effort to interact. • Persistence is important so a student maintains an activity long enough to develop and reinforce learning.

Initiation How much and the different ways, a student investigates a stimulus or activity in order to bring about a desired outcome. • The student will act spontaneously and independently during a familiar activity without waiting for direction. • Initiation becomes more established when the student shows they understand how to create an impact on their own environment in order to achieve desired outcome. • Initiation is important to establish how well the student is developing independence, which is required for more advanced learning.

- These five areas of engagement form the Engagement Model which used to identify a student's engagement during their highest interest activity. This also enables a student baseline to be developed.
- We need to be observing lessons and students' responses consistently and using consistent language (engagement model) 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 engagement and learning;
- Responses and incidental observations involves sharing what we know about our students and the quality of their engagement as we see them from day to day;

- Throughout the school year staff get to know each individual student very well, which helps us to plan and deliver a broad and balanced curriculum with adapted and adjusted learning objectives from the EHCP and wider schemes of work.
- Assessments will be carried out termly in alignment with the whole school assessment schedule.
- It is the class teacher's responsibility to carry out assessments but they may do this in conjunction with other adults who support the student.

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. This approach is also used in Annual Review of EHCP as appropriate.

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 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.

1.4 TA 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. TAs are aware of the students' learning objectives for each lesson.

1.6 Holistic Assessment - Key Skills

The school uses its own assessment system it has created in collaboration with SOLAR This holistic assessment system is dynamically linked to the learning targets coming from the Annual Review of the EHCP. We have called the system for capturing non-linear learning 'Key Skills'. We have 6 'areas of focuses in our Key Skills holistic progress measure, matching the main EHCP headings.

The areas are Communication Skills, Social Skills, Motor Skills, Independence Skills, Self Care Skills and Cognitive Skills. Students have Key Skills Targets set each term, which are evaluated at the end of each term. This progress information forms part of the report to parents each term. The Annual Review chairperson, class teacher, parents and student, as appropriate, work to set Key Skill targets to deliver the required learning outcomes from the Annual Review. The progress towards each target is reviewed each term, providing a complete cycle through to the next Annual Review.

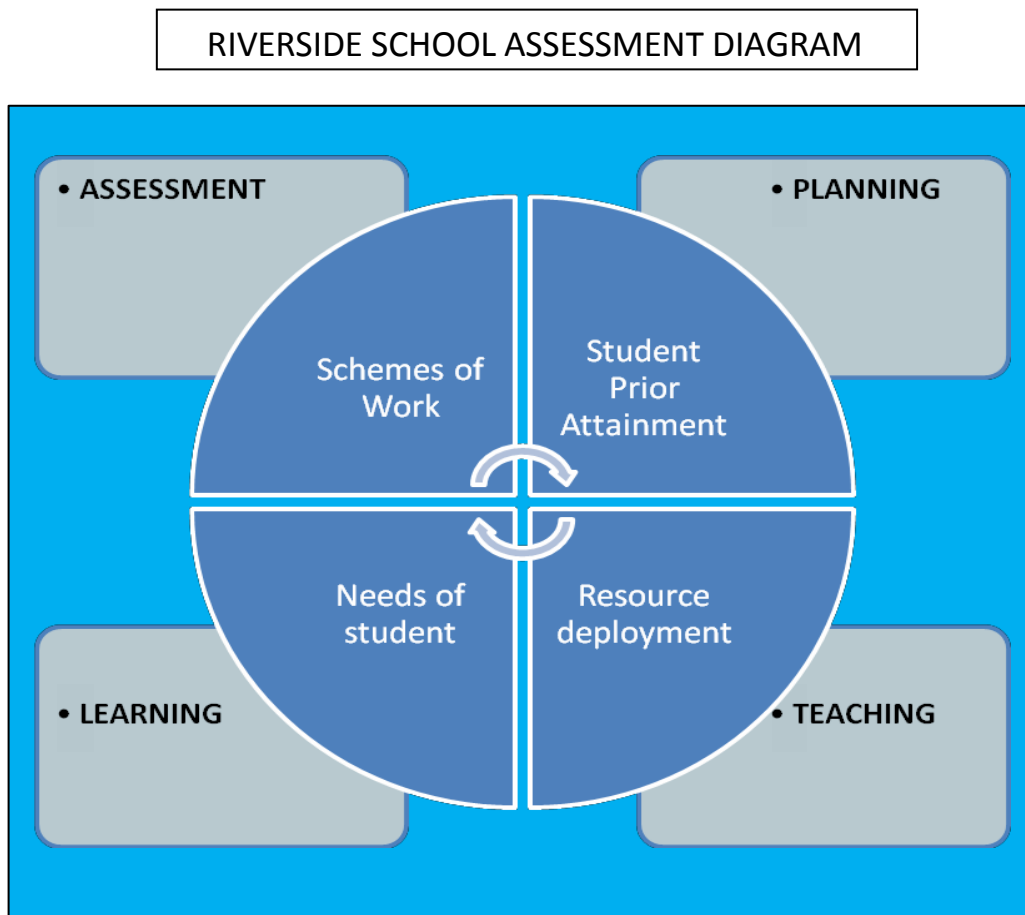
1.7 Schemes of Work

Each scheme of work that a teacher writes identifies Learning Objectives, in a logical a sequenced way, planning 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.

1.8 Baseline Assessments

Prior to entry 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 student's 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.



2 Recording

Key Elements

2.1 SOLAR 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 (TAs) 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. TAs 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.

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. Targets are individualised and bespoke for each student. 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 our individual students' autumn term TEAM PROGRESS SHEETS.

2.5 Team Progress Meetings

- To maximise the benefit of the work carried out by Riverside staff, over the assessment cycle of a school year, we use our Team Progress Meetings for the Autumn and Spring Terms to review live in year student progress and plan interventions should they be required.
- The Team leaders will meet with individual class teachers to review the progress of each student. Each student's learning is analysed in the meetings and whether or not they are on track towards their expected progress. This is individualised expected progress linked and matched carefully to that student's needs and abilities.
- This forum will provide class teachers with the opportunity to talk formally about the current progress of their students with a senior member of staff, make judgements regarding progress towards annual targets and address other aspects of student progress.

Purpose

- Structured forum in autumn and spring terms for the Class Teacher to talk through both the holistic progress of each student and in specific subjects / areas of learning in their class with the Team Leader.
- The Class teacher will consult with the class team to form in depth judgements about each student's progress prior to the Team Progress Meeting
- The Class Teacher and the Team Leader will then have a very clear understanding and record of each student's holistic progress.

Student-focused information:

- Identify student strengths / underperformance
- Inform interventions to support and improve student progress (where identified as needed)
- Identify areas of best practice that could be shared throughout the school
- Inform Team CPD requirements and planning
- Inform curriculum development and planning
- Further build valuable links with external partnerships
- Identify pedagogical themes to inform school development
- Identify organisational themes to inform school development

Preparation

- The class teacher will consult with the class team to form in depth judgements about each student's progress prior to the Team Progress Meeting.
- The Class Team need to record these judgements on the students' Team Progress Measure sheet in preparation for the meeting.
- Annual targets (derived from the October Deputy Head meetings with Class) will be pre-recorded onto each student's sheet.

Team Leader and Class Teacher review the overall termly student progress information to ensure each student is discussed in detail.

'The Meeting'

- Student's Team Student Progress Measure sheet open on computer (1).
- Students SOLAR opened on computer (2) or individual summary printout.
- Class Teacher, and Team Leader Review Class Team termly progress judgements.
- Student Progress reviewed individually for Maths, English, PSHE and Science (KS3) by looking at the expected annual progress to be made **as recorded on the student's sheet** and comparing it to the current level **as recorded on SOLAR, and making a judgement as to BE/E/AE**

Organisation

- A student's learning on an individual basis will be closely scrutinised. The impact of learning will be discussed and any changes of teaching and learning approach formulated and recorded on the individual student's sheet (in autumn and spring term).
- A judgement will then need to be made from this comparison and recorded on the Team Student Progress Measure sheet opened on computer (2) by deleting the non-applicable judgements (from AE, E, BE) leaving the correct judgement in place on the sheet.

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 TAs working together to review how data progress is being used to inform and shape teaching and learning planning.

2.7 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.

2.8 Whole School Student Progress Analysis

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

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.

2.9 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 Team Leaders to ensure that standards are consistent throughout the school

3. Reporting

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 and Developmental 8 Measured Subjects;
- A Key Skills report outlining progress linked to the required outcomes in each student's EHCP.

The Annual Review

The Annual Review of EHCP meeting fulfils the legal requirement to review a student's 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.

The Annual Review provides the basis for the next year's Key Skills targets, which are designed to build towards the longer term EHCP outcomes for each student. Key Skills are monitored and reported on three times a year.