



BLEASDALE SCHOOL

ASSESSMENT, RECORDING & REPORTING POLICY

Assessment, Recording and Reporting Policy

Intention:

Assessment is regarded as a positive process to improve the teaching and learning of the pupils at Bleasdale School. We pride ourselves in promoting pupil learning and achievement in all aspects of school life. Assessment is an indicator for the next step in the learning process. Assessment is an integral part of teaching and learning.

Our Assessment processes are:-

Formative provides information for teachers to plan the next appropriate stage in the learning process

Diagnostic provides more detailed information about individual pupils' strengths and weaknesses

Summative provides an assessment of a pupil's progress and attainment at a particular time.

Evaluative provides information on the effectiveness of teaching approaches, curriculum organisation and resources.

The aims of assessment are:

- To identify pupil attainment in order to inform planning and promote learning.
- To celebrate achievement.
- To provide details of what pupils know, understand and can do,
- To identify areas of concern and work through an intervention programme to move pupils forward.
- To improve the quality of teaching and learning.
- To inform parents, governors, and staff of pupil progress.

Assessment implementation:

Planning Systems

Long term plans

Assessment criteria are taken from the National guidance that has been adapted in collaboration with other SEND provisions through the NWSCAP (North West special school's curriculum assessment and pedagogy) assessment forum or based on the most suitable Pathway for Adulthood which all programmes of study are developed alongside.

Medium term plans

Teachers will identify more focused assessment opportunities e.g. Curriculum Learning Opportunities and IEP targets tailored to reflect the curriculum content of the lesson.

Formal assessment will take place at the end of a unit study and IEP targets will be reviewed termly. This information will be used to support pupil attainment by teachers in the classroom; whole school data and trends will be tracked by the Assessment coordinator and shared with all stakeholders.

Short term plans

Teachers will use the '5minute lesson plans' as working documents, e.g. to make notes, observations relating to pupils' performance and to enable them to identify the next step of the pupils' learning through session evaluations and recording of pupils achievements in relation to their target. These will inform curriculum targets and alterations to lessons.

Summative Assessment

Bleasdale have been working with the NWSCAP - North West Specialist Curriculum Assessment & Pedagogy to develop a meaningful curriculum with robust assessment systems that supports pupils learning. NWSCAP devised a Conversion table which allows for the unification of assessment systems and flexibility to use different assessment tool that best fits the needs of each setting. By doing so, schools can still moderate together.

Bleasdale have adopted the 'Steps' terminology and will refer to Steps in all reporting and data tracking. Bleasdale will use the Conversion Table to convert different assessment tools into a standard format for assessment. Pupils at Bleasdale fall in the lower Quartile (Progression Guidance: 2010-11) Therefore we have devised our own system to identify progress made within a step. This will be documented termly on Records of Achievement and annually tracked in the Summer Term and used alongside teacher assessments to identify if a pupil had made expected, emerging or below expected progress.

Summative assessment tools used at Bleasdale

B Squared:

Bleasdale will be using B Squared as an assessment tool for the following areas:

- EYFS- Early Steps
- Engagement Steps for pupils who access a pre-formal curriculum to identify progress and areas for development where subject specific content is not relevant (Pupils are identified at the point of baseline if they are to be assessed using engagement and reviewed annually by the teacher and assessment lead)

Pupils working at Step 7 and above will be assessed in the following areas.

- Spoken Language
- Listening
- Aspects of Early Reading
- Aspects of Early Writing
- Aspects of Number, Geometry and Measure
- PSHE
- Computing

Post-16 pupils

- Skills for life assessment tool is used to reflect the progress made in the further education curriculum.

End of Key Stage Assessment

At the End of each Key Stage pupils assessment results are shared with parents and the Local Authority. Pupils will either be identified as working through the engagement model (used to assess pupils working below the standard for national curriculum testing DfE: September 2020) or B Squared is used as the basis for assessments in core subjects as part of statutory assessment processes. Records of Achievement files document evidence of this progress over a Key Stage.

EHC Plan Objectives

Pupils are assessed against the objectives set in the EHC Plan across a Key Stage. Termly targets are set for pupils (IEPs) and the EHC Plan is reviewed during the pupils Annual Review meeting.

Target Setting

Assessment of pupils' progress throughout the school is used to set whole school targets identified jointly by the Head teacher, Governors and Senior Leadership team and shared with all staff at Bleasdale.

RECORDING

Objectives

- Records to give a clear, accurate picture of the child.
- Records to provide clear evidence of curriculum achievements.

Implementation of Recording

- Recording will identify a successful link between planning and learning outcomes.
- Samples of individual children's work that represent attainment in a particular subject are collected in a Record of Achievement File and maintained throughout the academic year.
- 'Evidence for Learning' will be piloted in school from September 2022 as a tool to track progress over time to replace records of achievement by July 2023.
- Written evaluations are recorded :-
IEP Targets – termly
AR targets - yearly
- Summative Assessments are written and entered on to B Squared tracker– allowing a range of reports to be downloaded. The information impacts on class teaching, subject leadership and pupil progress.
- Teacher will compile individual progress case study files. The information will document intervention and personalised support towards achieving outcomes and will be summarised termly in an impact report.

REPORTING

- Reports will highlight achievement and progress
- Reports will include indications of areas for future developments.
- Written reports will be sent to parents each term (IEP evaluations) and an end of year written report that documents curriculum achievement and attainment.
- Informal written reports will be shared with parents via the Home/School Communication Book
- Oral reports given to parents regularly through informal meetings, telephone conversations, annual review meetings, parents evenings and 'reporting to parents' day.
- Oral, written and audio-visual reports will be shared with parents at the Annual Review of the Education, Health and Care Plan meeting.
- Reports fulfil statutory requirements.

ARR procedures are monitored by:-

Assistant Head teacher and Acting Head teacher via:

- scrutiny of Planning files/ Case study files/evidence for learning journals.
- monitoring of IEP targets and evaluations
- Monitoring of AR targets and evaluations
- Monitoring of End of Year Reports
- Monitoring of Steps assessments.
- Governors via Curriculum Committee and Head teacher's Report to Full Governors Meeting.

Kirsty Ashton & Thomas Teasdale (Assessment Lead)

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