



Assessment, Recording and Reporting policy

Approved by: Gill Knox **Date:** March 2023

Next review due by: March 2024

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

3. Principles of assessment

We believe that assessment is at the heart of quality teaching and learning. It is an integral part of our work that gives staff and children the information needed to move forward with learning; and by involving the children in the process it motivates them.

Assessment takes place in a variety of ways. We acknowledge the importance of this range and the complementary nature of how each links together to build up a picture of the individual child.

Effective assessment practice focuses on the strategies of summative and formative assessment. We use the information to inform subsequent teaching patterns, thereby securing more effective teaching and learning.

4. Assessment approaches

At Haughton School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment (*Assessment for learning*)

The day-to-day assessment of children's' learning is the type most frequently used at Haughton. Staff routinely observe features of pupils' learning and interact accordingly, but much of this is not recorded. In most cases annotated lesson plans record significant strengths or weaknesses of particular children in relation to the learning objectives. This process results in adjustments to plans for the next day or the next lesson. Additionally, planning notes and children's work are acceptable places for staff to record information regarding short – term assessment of learning.

Medium-term plans are part of the recording system because they specify what is to be taught and learned. Again these can be annotated to note any children who have struggled to meet the objectives and who will need extra support when the class return to that topic, or any children who coped quickly with their work and will need to be given more challenging work.

The level of recorded detail may well vary between individual pupils.

Effective in-school formative assessment enables:

- **Teachers** to identify how children are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Children** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

This provides children with information about how well they are doing and what they need to do to improve. It is a process of continual reflection and review about progress for both the teacher and the child. Teachers adjust their plans in response to formative assessment.

Whilst acknowledging the importance of summative assessment we firmly believe that effective formative assessment is the key factor in raising pupils' standards of achievement at Haughton School.

Central to formative assessment is that it:

- is embedded in the teaching and learning process of which it is an essential part
- shares learning goals with children
- helps children to know and to recognise the standards to aim for
- provides feedback which leads children to identify what they should do next to improve
- has a commitment that every child can improve
- involves teachers, children and parents reviewing and reflecting on a child's performance and progress
- involves children in self-assessment.

We believe that feedback is more effective if it focuses on the task, is given regularly and while it is still relevant. It is most effective when it confirms the pupil is on the right track and when it stimulates correction of errors or improvement of a piece of work.

In our experience oral feedback is more effective than written feedback. Staff work hard to develop safe and secure relationships so that trust is established between teacher and pupil prior to giving feedback. We make time to talk to pupils and to encourage them to be reflective about both the learning objectives and their work or responses. We give children as much help as they need to use their knowledge and think things through for themselves and help them to find alternative solutions if simply repeating an explanation continues to lead to failure. The ethos of the school encourages children to ask for help when they need to do so.

Written feedback provides a useful but more limited purpose. We have a consistent marking policy across the whole school where we value effort but do not condone anything that may not be good learning. Personal comments and symbols are used to build self-esteem. Marking is directly linked to the learning objectives and is such that the child can personally make use of in the future.

Through a combination of oral and written feedback individual personal targets are set based on the evidence from ongoing assessment and reviewed frequently by the child and relevant staff.

4.2 In-school summative assessment (Assessment of learning)

Effective in-school summative assessment enables:

- › **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure children are supported to achieve sufficient progress and attainment
- › **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- › **Children** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- › **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

We use an online tracking system (iASEND) as a basis by which to assess, monitor and record children's progress in English, Maths, Science, Computing and PSE. Foundation subjects are being introduced to iASEND on a phased basis. This provides summative information on children's attainment and progress and is also used to inform individual target setting. This is linked to end of unit or half termly teacher assessments, and annual testing, which provides evidence of the learning that has taken place. It is vital that whatever analysis is done leads to some form of action to positively affect what happens in the classroom.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- › **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- › **Teachers** to understand national expectations and assess their own performance in the broader national context
- › **Children and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- › Early Years Foundation Stage (EYFS) profile at the end of reception
- › Phonics screening check in year 1
- › National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)- where appropriate to child's level of attainment
- › Children who enter Haughton in their reception year are assessed using the Foundation Stage Profile. Children who enter in other year groups have a baseline assessment completed using the IASEND assessment program
- › Children's reading ages are assessed in the first term that they join Haughton using a standardised reading test, this forms the baseline assessment by which future progress is recorded and monitored
- › A standardised reading test (Salford) is carried out towards the end of each summer term for every child. All children are also assessed in their progress towards reading and in their phonics development.

4.4 Assessment of Behaviour

Of equal importance to curriculum assessment is the assessment of behaviour. This also falls into the area of formative assessment with staff observing and responding immediately and informally to pupils.

Children are reviewed regularly in staff meetings and appropriate action decided upon if deemed necessary. This can lead to the development of Risk Assessments, Individual Behaviour Plans and Positive Handling Plans. On occasions, the behaviour of identified children needs to be addressed through a multi-agency approach. The behaviour of children who exhibit more challenging behaviour is recorded and monitored through the use of Sleuth (behaviour tracking system). The SLT along with the ACT coordinator and appropriate staff analyse the information and formulate appropriate strategies to address re-occurring behaviour.

5. Collecting and using data

It is our opinion that records should be fit for the purpose they serve and help us to track the progress pupils make. The most useful information arises from routine processes of teaching, learning and assessing. We aim for records to be manageable, concise, accurate, and above all support teaching and learning.

We believe that effective records will enable us to:

- identify an individual child's achievements and appropriate targets for the future
- inform future planning
- track progress of individuals or groups of pupils
- confirm teacher assessment
- assist continuity and progression in teaching and learning
- discuss pupils' progress with parents or carers, other teachers and professionals.
- inform whole school target setting.

6. Reporting to parents

Staff at Houghton School report children's achievements to parents and carers in a variety of ways including:

- informal discussions with parents or carers
- home/school books
- planned discussions, as and when requested
- parents' meetings held termly
- annual reviews of EHCPs

We regard these as essential opportunities to exchange information and motivate children.

In addition, parents and carers receive an annual written report on their child's progress, highlighting strengths and achievements, and any weaknesses.

Staff also report to a variety of outside agencies including therapists, social services and medical professionals as appropriate. Information is also shared with our SIP, the Local Authority and QCDA / DFE as required.

7. Inclusion

The principles of this assessment policy apply to all children at Haughton School.

Assessment will be used diagnostically to contribute to the early and accurate identification of our children's additional needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all children. However, this should account for the amount of effort the child puts in as well as the outcomes achieved.

All children at Haughton School have moderate to severe learning difficulties and are working below the national expected level of attainment, our assessment arrangements will consider progress relative to a child's starting points, and take this into account alongside the nature of child's learning difficulties.

8. Roles and responsibilities

8.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems
- Being knowledgeable about how the school's chosen system (IASEND) of non-statutory assessment captures the attainment and progress of all children
- Holding school leaders to account for improving child and staff performance by rigorously analysing assessment data

8.2 Deputy Headteacher

The deputy headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing children's progress and attainment, including individual children and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

8.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

9. Monitoring

This policy will be reviewed annually by the senior leadership team. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy and are responsible for ensuring that the policy is followed.

The senior leadership team will monitor the effectiveness of assessment practices across the school, through:

- Book scrutinies
- Planning scrutiny
- Learning Walks
- Lesson observations

10. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Marking policy
- Early Years Foundation Stage policy and procedures