



Assessment, Reporting and Recording Policy

Date of next review: **September 2023**

Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented
08.08.22	Headteacher	Change of format - new logo added; numbering added to paragraphs	08.08.22

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Policy Statement

Assessment, recording, and reporting are fundamental at Prospect School.

Initial assessment is undertaken as part of the student induction process and this, along with information from their previous school, is vital if the student's educational development is to be sustained and their needs and learning styles are to be successfully and appropriately planned for.

Aims

The aims of our *Assessment, Recording, and Reporting Policy* is to:

- ensure effective and consistent assessment, recording and reporting practice throughout the school.
- meet our statutory requirements concerning assessment, recording and reporting.
- set out the roles and responsibilities within the school concerning assessment, recording and reporting

Our aims, we believe, are achieved when:

- Clear expectations are agreed, understood and accepted through regular activities which define what is acceptable and unacceptable behaviour
- A school atmosphere is created which is consistent and caring
- Students are encouraged to make responsible behaviour choices and accept responsibility for their behaviour
- Students are provided with excellent role models
- Students and parents/carers understand that inappropriate behaviour choices have consequences, which are applied consistently and fairly within the school in a calm, considered manner

1. Assessment of Attainment and Progress

1.1. Students' attainment is recorded on a half termly basis using Classroom Monitor, where progress is mapped against curriculum planning. As a school, our aims for assessment are:

- To determine what students know, understand and can do
- To identify and build on student strengths and to emphasise positive achievement
- To identify any difficulties students are having with their learning in order to set goals for the future i.e. diagnostic intervention
- To provide a record of progress for the students themselves, the teacher and for others including parents/carers
- To encourage and motivate students to aim for higher standards
- To use a range of assessment types ranging from informal discussions to formal examinations depending upon the purpose
- To involve students in setting learning objectives and assessing achievement and effort
- To provide the teacher with feedback about the effectiveness of teaching and assessment strategies
- To be integral to curriculum planning and schemes of work.

1.2. We believe assessment should:

- Involve sharing learning objectives with students
- Help students know and recognise the standards for which they are aiming
- Involve students in peer and self-assessment
- Provide feedback that leads students to recognise their next steps and how to take them
- Promote confidence that every student can improve
- Involve both teacher and student in reviewing and reflecting on assessment information
- Be used to inform decision making and action, not merely about data collecting and marks in registers
- Be used to promote continuous improvement and not periodic one off snapshots.

2. Methods of Assessment

- 2.1. To gain a full picture of student achievement and attainment a variety of assessment types need to be employed within subjects and not limited to Classroom Monitor.
- 2.2. It is vital that students are given every opportunity to display competence through different mediums so to recognise the full range of achievements of all our learners.
- 2.3. Assessment opportunities need are built into schemes of work for example each topic will need to be analysed for the intended learning outcomes in terms of knowledge, understanding, processes and skills.
- 2.4. For each type of learning outcome there is an opportunity to identify a relevant focus (e.g. skills), consider the assessment strategies to be used (practical demonstration), decide upon the outcomes or evidence expected and communicate this information to students in terms they will understand.

3. Annual Review of the EHCP

- 3.1. All students at Prospect School have an EHCP, all of which will have an annual review.
- 3.2. An Annual Review will be held for every student at Prospect School with an EHCP.
- 3.3. The purpose of the Annual Review is to:
 - Evaluate the student's progress both strategically and specifically, against their individual outcomes
 - Enable new information to be shared and built into future planning
 - Affirm the appropriateness or otherwise of the EHCP and the school placement
 - Determine strategic aims for the next year and provide information to plan the student's curriculum to determine their on-going progress priorities
- 3.4. The Annual Review will be held in line with statutory and local authority (LA) guidelines. The review will consider the student's EHCP as well as their attitude and effort in lessons. In addition, any relevant reports from consultant staff will be provided.
- 3.5. Changes to any EHCP outcomes will reflect a student's progress or any additional support they require to support them to engage with learning opportunities positively.

4. Reporting to Parent/Carers

- 4.1. Parents/carers receive a report three times a year. In the autumn and spring terms the reports are based on effort grades and a full report is produced in the summer term. Parents/carers are invited to discuss it with their child's progress on Futures Days which occur three times a year.
- 4.2. Other methods of home/school communication include:
 - Positive phone calls
 - E-mails
 - Meetings at Prospect School (face to face or virtual)
 - Certificates at the end of each term
- 4.3. Parents/carers are always welcome to telephone or visit the school should they wish to discuss any part of their child's progress

5. Recording Assessment

- 5.1. Individual Learning Plans (ILPs) are written for all students identified as requiring interventions. This information is taken from the data of the Maths and English assessments. Academic goals are then identified and a plan on how they might be achieved and measured, through the setting of targets is put into place. Staff use the student ILPs to then inform their own planning for each student.
- 5.2. Other methods of recording assessment include:
 - Teacher evaluations on lesson plans
 - Annotation of students' work
 - Portfolios/folders of work compiled for accreditation, for example, AQA unit awards
 - Termly reports
 - Reviews and reports of progress (Annual Reviews and PEPS)
 - Assessments/questionnaires requested by other professionals, for example, Speech and Language Therapists
 - Observations of students
 - End of topic assessments undertaken by the leader of learning
 - Certificates.

6. Marking

- 6.1. The purpose of marking is to create a learning dialogue with the student by writing quality, formative comments on the students' work.
- 6.2. Comments from staff must be written frequently enough to create a dialogue which is both meaningful and effective in promoting students to develop their ideas and move forward in their learning.
- 6.3. Leaders of Learning will live mark the students work during the lesson with a green pen and students are expected to consider and respond to formative staff feedback using a purple pen.

- 6.4. In the interest of consistency, leaders of learning will comment in a green pen, TAs in a blue pen and students in a purple pen.

7. Monitoring and Review

- 7.1. In order to ensure that it reflects current best practice, this policy will be reviewed every year by the Senior Leadership Team.