

# Assessment, Recording & Reporting Policy

This policy sets out The Rise School's approach to assessment, recording and reporting.

Policy author: Sarah Roscoe, Head Teacher

Policy owner: Sarah Roscoe, Head Teacher

This policy is to be implemented by:

- teaching staff
- the governing body

This policy is addressed to:

- teaching staff
- pupils
- other relevant stakeholders

This policy should be read in conjunction with the following policies:

- teaching and learning policy
- curriculum policy

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## Guidance & procedure

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## 1. Purpose of assessment

1.1 At the heart of pupil assessment at The Rise are the following principles:

**Pupil progress and learning** – all assessment in the school should lead to improved pupil learning and ensure that all pupils, irrespective of their starting points, make good progress.

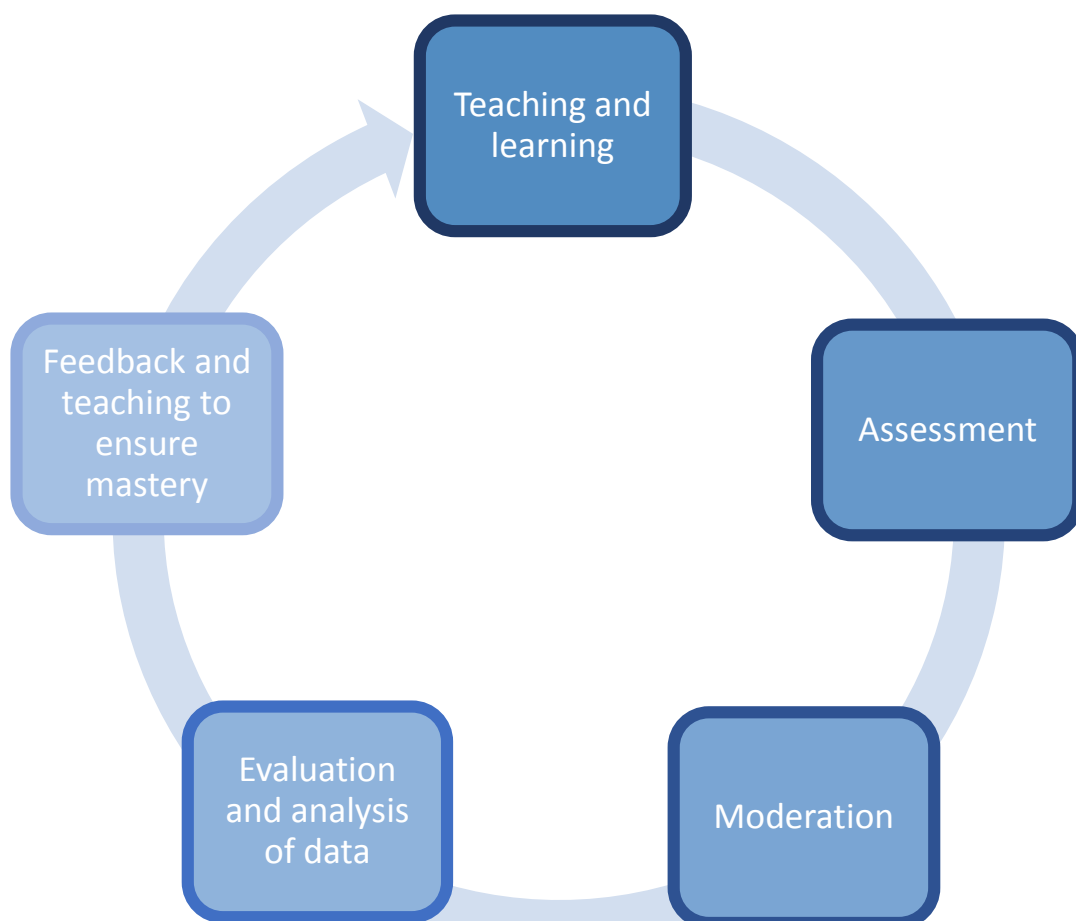
**High quality, reliable data** – assessment data is used across the school to inform planning, teaching and leadership decisions. Therefore it must be high quality, robust and be comparable to national standards.

**Formative assessment** – assessment is used on an ongoing basis by teachers to improve their teaching and plan for all pupils.

**Formal exam experiences** – experience of 'high stakes' formal assessment is important and pupils are entitled to learn how best to perform under these conditions.

**Mastery of curriculum** – all pupils are expected to master the curriculum and there are opportunities for teachers to revisit areas that pupils have misunderstood, not fully learned or require deeper challenges to pupil thinking.

### The Pupil Progress Cycle



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- 1.2 The purpose of the Pupil Progress Cycle is to ensure that:
- Pupils** use assessment data and high quality feedback to plan their next steps and continue to progress towards their targets.
- Parents** receive clear, high quality and valuable communication about the progress their child is making.
- Teachers** use accurate assessment data to plan lessons that enable all pupils to progress and intervene as necessary to ensure pupils make progress. Teachers will need to prepare for and lead pupil progress meetings, as well as to ensure books are marked consistently within policy and are available for scrutiny when required.
- Leaders** hold others, and are held, to account for the progress made by all pupils. Methods to ensure this include, but are not limited to, Book scrutiny, learning walk (snap shots), organising and facilitating pupil progress meetings.

### The Pupil Progress Cycle - Definitions

Teaching	High quality teaching is underpinned by ongoing assessment which is used to inform planning to ensure that all pupils make progress. The use of AfL (Assessment for Learning) techniques should be a feature of all lessons taught in the school and the use of assessment data should be evident in planning.
Assessment (Progress Check)	Data collection provides an opportunity to check the progress that pupils are making. The assessments are designed to cover the curriculum content which pupils have studied and accurately reflect the level of attainment in the subject as a whole.
Moderation	All assessment data must be moderated to ensure that it is reliable and consistent with national standards. There are structured opportunities for staff to moderate during the Progress Check Cycle and senior leaders are responsible for quality assurance and reporting on this.
Evaluation and analysis of data	Gap analysis of data is done and a Data Evaluation is completed by teachers and leaders following each collection of assessment data. These evaluations are used to set action plans for classes to ensure that all pupils are making good progress.
Feedback and teaching to ensure mastery	As a result of the assessment gaps in pupil knowledge and understanding being identified. Teaching is planned to ensure that these gaps are addressed and the curriculum content has been mastered by all pupils before moving on.

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## 2. Methods and range of assessment

A wide variety of assessment methods are used within The Rise School:

### 2.1 Assessment for learning

2.1.1 Assessment for learning takes place within teaching sequences and at the point of learning. Central to good practice at The Rise School is a commitment to *data driven learning*. Daily analysis of this data allows learning successes and pupil difficulties to be picked up and analysed speedily and objectively – leading to immediate impact on teaching.

2.1.2 Continuous data collection directly informs The Rise School's approach to each pupil having an individualised 'mastery criteria'. Tracking and monitoring learning through data collection within each teaching session leads to immediate impact on teaching in-session and session to session.

2.1.3 All pupils will have a baseline assessment to determine their learning pathway.

2.1.4 Pupils employ *self-assessment* of their mastery of the curriculum and of their behaviour.

### 2.2 Assessment of learning

2.2.1 Pupils are assessed academically on a termly basis using a variety of assessment tools. The aims of these assessments are to monitor progress over the year, to contribute to the target setting process and to inform planning of teaching. Assessment methods include the following:

Assessment	Person responsible
P-Scales or Foundation Stage assessment profile National Curriculum level assessment and/or equivalents in English and Maths	Class Teacher
Speech and Language Therapy assessment (if appropriate)	Speech and Language Therapist
Occupational Therapy Assessment (if appropriate)	Occupational Therapist
ABLIS (Assessment of Basic Language and Learning Skills) VB-MAPP (Verbal Behaviour Milestones Assessment and Placement Programme) Vineland Adaptive Behaviour Scales Behaviour Problems Inventory (BPI) Social Communication Questionnaire (SCQ)	Behaviour specialist

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2.2.2 In addition to annual assessment, pupil's progress through their personalised curriculum is formally assessed against ISP targets at each termly review meeting. For targets to be achieved, they must have met the previously identified mastery criteria specific to that pupil.

## 2.3 Baseline assessments

2.3.1 Baseline assessments are conducted within the first half term for all new pupils starting at The Rise School in order to obtain a clear picture of a pupil's strengths and weaknesses and to allow planning, programming and teaching to begin at the right level. Baseline assessments include:

- National Curriculum level assessments and/or equivalents
- VB-MAPP
- ABLLS
- a standardised test of cognitive ability such as the British Ability Scales (BAS II)
- Vineland Adaptive Behaviour Scales (VABS-II)
- Behaviour Problems Inventory (BPI)
- Social Communication Questionnaire (SCQ)
- Speech and Language Therapy assessment (if appropriate)
- Occupational Therapy assessment (if appropriate).

Assessments of particular skills are also conducted in an ongoing fashion as part of assessment for learning.

## 2.4 Standardised assessments

2.4.1 In addition to conducting the standardised test of cognitive ability upon entry to the school, this assessment will be re-administered 12 months after the initial testing and repeated prior to the year 5 and year 9 annual reviews, thus providing a full and rounded picture of each pupil at important transition points in their school career.

## 2.5 Targeted assessments

2.5.1 Targeted assessments may be conducted as part of baseline and/or the annual assessment cycle and provide very specific information regarding pupil's strengths and weaknesses in a particular area, for example, an occupational therapy assessment may highlight that a pupil has particular difficulties with motor planning.

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### Pupil Progress Cycle

Data Collection	Assessments / reviews taking place
September	Baselining assessments (CATS) Reading Tests (NGRT) <i>English Baseline (PiE) and Maths Baseline (PiM) – from previous July</i>
October	Internal Assessments (& <b>Internal Moderation</b> ) <b>Pupil Progress Meetings</b>
January	Internal Assessments Previous Summer SATS – External Moderation <b>Pupil Progress Meetings</b>
February	Internal Assessments (& <b>Internal Moderation</b> ) <b>Pupil Progress Meetings</b>
April	Internal Assessments <b>Pupil Progress Meetings</b>
May	Internal Assessments (& <b>Internal Moderation</b> )
July	English End of Year Assessment (PiE) and Maths End of Year Assessment (PiM) <b>Pupil Progress Meetings</b>

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### Pupil Progress Cycle – Stage by stage checklist

Stage	Action	Responsible	Quality Assurance	Outcome
Before teaching Scheme of Learning	Assessment criteria for the final assessment is established and shared with all staff.	Teacher	HT	Assessment Criteria recorded and exam paper sent for printing.
End of Unit	Assessment carried out by staff.	Teaching Staff	Leadership Team	Current assessment grades for all pupils generated.
End of term	Pupil Progress meetings	Teaching Staff	Leadership Team	Pupil progress for each pupil in each phase discussed with appropriate line lead.
Moderation	Assessment data is moderated for all subjects and all year groups.	All staff	Leadership Team	Moderation Report produced and sent to line-manager.
	Assessment data and written report comments are inputted into SIMS.	Teaching Staff	Leadership Team	SIMS marksheets are completed.

### 3. Recording

3.1 At The Rise School the purpose of recording is to:

- inform planning, teaching and future assessment structures
- monitor and provide evidence of pupil progress
- inform pupil progress meetings and reporting to parents and stakeholders

### 4. What is recorded?

4.1 At The Rise School we record:

- pupil's progress towards their discrete learning targets and within wider curriculum activities and includes skill acquisition rates
- termly and annual progress through ISP and annual reports
- qualities, skills, achievements and interests as well as dietary requirements through pupil profiles
- behavioural strategies specific to each pupil through functional assessment data and individual behaviour plans

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- highlights from the day through the home-school communication system
- results of formal assessments and accreditation e.g. NC Levels, ABLLS, ASDAN.

4.2 These are the records that are kept and when are they recorded:

What records are kept?	When are they recorded?
Data on all individual learning targets	Daily – during teaching sessions
Tally of all programmes run per day	
Behaviour plan data	Daily – as targeted behaviours occur
Home/School communication	Daily
Attendance records	
Brief progress reports	Bi-weekly
Team progress review minutes	
ISPs and ISP reports	Termly
Termly review minutes	
Pupil progress review minutes	
Teaching & Learning meeting minutes	
Pupil profiles	At second termly review
Annual review reports (report against statement objectives, P-Scales report, SLT & OT reports)	Annually – within annual review cycle.
Annual review minutes	Annually – after annual review meeting.
Home visit/intervention reports	As appropriate
Inclusion observation reports	
Incident & accident records	

## 5. Reporting

Arrangements for reporting to parents/carers:

- 5.1 *Informal contact – (Daily)* – parents/carers receive a daily home-school communication containing information about the pupil's day. The home school communication contains information of a pastoral nature in addition to information about specific skills that parents/carers have indicated they would particularly like to hear about. Parents can indicate this preference by noting it down in the appropriate section.
- 5.2 *Formal Contact* – Parents' Evenings and the Written Report are important opportunity for staff and parents to speak about the progress pupils are making. The focus of these learning conversations and written reports should be on the next steps that pupils need to take to continue to make progress.

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	Parents' Evening	Written Report
Term 1	October	
Term 2	February	January
Term 3	June	June

#### Arrangements for reporting to Local Authorities

- 5.3 Local authorities are sent a copy of all annual review reports three weeks prior to the annual review meeting. This is followed by the minutes of the meeting, including any decisions or recommendations made within 10 days of the annual review meeting. These minutes include all annual review reports, behaviour plans and proposed annual targets for the pupil.

#### Responsibilities

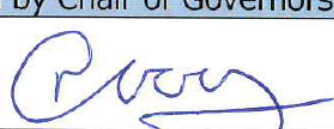
- 5.4 The governing body is committed to the importance of effective assessment for learning. It is the responsibility of the Headteacher supported by the leadership team to ensure the implementation and monitoring of this policy throughout the school.

#### **Change History**

Date reviewed	Based on	Changes applied	Updated by
January 2016	Original	Updated to reflect new assessment system	HT
		Original	HT

**Review:** Biennially

**Next review:** January 2018

Ratified	Signed by Chair of Governors
4th February 2015	 1413116

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