Assessment, Recording and Reporting Policy

Woodley School and College

Communication • Independence • Achievement

Date	Review Date	Coordinator	Nominated Governor	Ratified at Governors Date
28/11/2024	Nov26	Sallie Dodd		30/01/25

At Woodley School and College, we intend to provide a calm, safe, secure, positive, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education, which encourages good social skills and respect for self and others where young people develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation re disabilities, race relations and special educational needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety

Rationale

- **Assessment** is the process by which pupils, parents/carers, teachers and assistants gain an insight into learning. It is integral to both teaching and learning.

- The Assess, Plan, Do and Review model is used across in all. **Assess** -what you know about the pupil through observations and assessments, **Plan -** small steps you are going to work on, **Do** - how you will action the small steps? And **Review** - evaluate the effectiveness of the plan.

- Assessment provides the basis for:

    1. for acknowledging achievement (academic and personal)
    2. for planning for learning
    3. for recording experience, developing knowledge and skills
    4. for reporting for a range of purposes and to different audiences e.g.: to parents, to governors and to local authority.

- **Recording** is the means by which teachers and ETA's identify and keep information about learning.

  Through the planned use of recording systems information about pupils' achievements is noted and retained.

- **Reporting** is process of providing information about pupils' learning and achievements to a range of audiences.

Aims

- To help **pupils** to:
    - recognise and take pride in their own achievements,
    - *know more, remember more and be able to do more*
    - recognise areas and skills that need to be strengthened,
    - become involved in planning their own future learning,
    - record their own achievements and share these with others.

- To help **teachers** to:
  - have a knowledge of each pupil's particular abilities, skills and understanding,
  - personalise their approaches to meet each pupils' needs and aligned to the outcomes and learning targets from their EHC plans
  - plan future learning targets for individual pupils and groups.
  - plan future teaching through evaluation of materials, resources and strategies.

- To help the **school** to:
  - provide continuity and progression within school, to home and beyond.
  - evaluate effectively whole school curriculum planning and practice,
  - meet statutory requirements.
  - provide value added data.
  - Support pupils across the school day and develop skills to generalize into their everyday life, e.g., emotional regulation and social communication
  - contribute to effective transitions.

- The curriculum draws on the expertise and involvement of a range of **professionals** including Educational Psychologists, CAMHS, Social Care staff, Occupational Therapists, Physiotherapists and Speech Therapists

- To help **parents and carers** to:
  - know what their child is learning, able to do, remember and how they have progressed
  - contribute to their views in relation to the learning style, progress and attainment of their child
  - be aware of how best to help and encourage at home,
  - participate in celebration of achievements.

Implementation

ASSESSMENT

- The Engagement Model statutory is the statutory assessment for pupils working within the Explore and Recognition Pathways at Woodley School and College. These pupils follow a non-subject specific learning curriculum and are working below the standard of National Curriculum assessments in KS1 and KS2. The model allows teachers to assess which things capture the pupil's interest, it is appropriate for the range of ages. It supports staff to have realistic but appropriate success criteria specific to the pupil and sets out how progress will be monitored against each success criteria. The areas of the Engagement Model are - Exploration, Realisation, Anticipation, Persistence and Initiation. The number of pupils working at this level varies annually but is at least 30% of the school population.

  The Engagement Model allows teachers to assess:

  1. How well pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum. This is

supported by the setting of Learning Objectives within lessons or series of lessons.
2. How effective the special educational provision is in empowering pupils to progress against the agreed outcomes of their education, health and care (EHC) plans
3. How effectively pupils are engaging with, and making progress against, their EHC plans
4. Pupils' achievements and progress across the 4 areas of need of the Special Educational Needs and Disability (SEND) Code of Practice

- Pupil progress and attainment is measured against the individual's Education Health Care Plan (EHCP) outcomes. There are four areas - Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health and Sensory and Physical. Each pupil has time within their weekly timetable to specifically monitor and evidence these outcomes. The outcomes and accompanying provision is also embedded throughout the school week.

  - Pupils in the Reception Year are assessed against the Early Years Progression Framework. Small steps of progress are recorded as emerging, developing and secure on the profile. At the end of the reception year final levels of attainment are recorded and submitted to the DFE. At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 7 early learning goals, indicating whether they are: Meeting expected levels of development, Exceeding expected levels or, not yet reaching expected levels ('emerging')

- Pupils at Woodley School and College are generally not working at age related expectations in terms of their progress and achievement. Some pupils have a spikey profile and could need their work in one or more subjects differentiated to an age-related level, In these cases individual teaching is provided and work is set.

  - Pupils working from Pre-Key Stage Standard 1 from Years 1 to 6 are assessed using the Pre-Key Standards at the end of Key Stage 1 and Key Stage 2. Their progress and attainment are assessed as a Pre-Key Stage Standard, working towards, working at or working at a greater depth in relation to the expected age-related standard.

  - Pupils are set targets and assessed annually in relation to wider school participation, development of life skills, daily living skills and within the Total Communication Approach e.g., development of Rebound or use of an AAC communication tool

  - Key stage 4 and Post 16 pupils work on accreditation and the associated assessments, for example Entry Level Certificates, Unit Wards, ASDAN Personal Progress or ASDAN Personal and Social Development. These courses offer staff opportunities to validate their assessments through moderation procedures as well as providing nationally recognized data

- Assessments are made continuously by teachers and data is collated at least each term. End of Key stage assessments are summited as per guidance. If pupils are not able to access Statutory Tests e.g., the Phonics Screening or SATS we would opt out of the process

- The curriculum has a two-year theme-based cycle that ensure continuity and progression across all departments.

- The curriculum has four pathways –
  Engagement – pupils following a non-subject specific curriculum.
  Recognition - pupils following a non-subject specific curriculum and they will follow some elements of formal learning in line with their emerging areas of strength e.g., developing reading skills
  Discovery - pupils working from Pre-Key Stage Standard 1across the curriculum
  Investigation - aimed at pupils working from Pre-Key Stage Standard 4
  Thrive – students following a non-subject specific curriculum based around developing independence through life skills

- Post 16 Woodley College curriculum - is differentiated to individuals who each have a personal timetable. Pupils can be working on any one of the four curriculum pathways at this age. The two pathways in college are **towards employability** and **towards independence**

- Challenging targets are set for pupils in each subject they work on annually. Targets are set from the pupil's current level of attainment, and moderated by information relating to expected progress from this starting point the school had analyzed over time. There are pupil progress meetings termly with teacher and the assessment leader.

- Each pupil's progress and attainment are tracked and measured against the Woodley School and College bsquared tracking system

- Statutory assessments are completed in line with statutory guidance, where applicable, to the ability of the pupils. This includes phonic testing and STATS tests if pupils are able to access these

- Standardised assessments of reading are completed annually where appropriate, this is completed using the York Reading tests, Primary assessing up to age 11 and the secondary test up to age 16. The rate of reading, accuracy and comprehension are measured.

- Pupils who transfer to Woodley School and College from other schools have a base line assessment to identify and confirm their current levels of attainment.

- Termly all about me plans are in place which have a clear link to the statement or EHCP

RECORDING

- **Main files:** Al information is held electronically. This includes medical records, EHCP annual reviews, care plans, school reports correspondence and essential information sheets.

- **Assessment information:** Kept electronically and contain all about me plans, annual review of EHCP reports and end of year reports.

- **B'squared and Evisence –** assessment platform is used to collect evidence, track progress and attainment. Each pupil is assigned to one or more of the bespoke assessment frameworks. Bsquared can generate reports for groups of or individual pupils.

- Parents, carers and other professional's views and findings are used regularly to support target setting and the assessment process. These are gathered through parent consultation meetings, EHCP reviews and communication through the dojo system

REPORTING

- Woodley School and College has a statutory obligation to report to parents/carers annually. This is achieved through the **annual school report** which is passed to parents/carers in July each year.

- Parents/Carers are invited to three meetings per year: 2 parent's evenings and an Annual review of EHCP

- Comparative information about pupils within the school and about national averages for these pupils (at the end of each key stage) is included on the school website.

- The Head Teacher's Reports to Governors and the Governors' Annual Reports to Parents available to all parents/carers.

- Results are reported to the Local Authority and DfE when requested and are in line with statutory requirements.