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Edgewood School Assessment, Recording and Reporting Policy

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Related Policies and Guidance Documents	
Related Regulations	
Annexes and Supplementary Info	
Policy Owner	Sasha Lees
Policy Owner Signature	

Edgewood School – Assessment, Recording and Reporting Policy

SECTION 1: RATIONALE FOR ASSESSMENT, RECORDING AND REPORTING POLICY

The Edgewood School Policy on Assessment, Recording and Reporting has been developed to:

- ensure that the school's philosophy and aims are clearly reflected in all the different assessment opportunities and recording and reporting practices across the school;
- ensure that, as far as possible, pupils, teachers, support staff and parents/carers are involved in the process of assessment;
- provide a clear framework of expectations for individual teachers and teaching assistants within which the rights and responsibilities of individual learners and their parents/carers are explicit;
- ensure equality of opportunity and the best possible outcomes for all;
- evidence the meeting of EHCP targets.

We do this by:

- providing a nurturing environment;
- ensuring that all teachers are suitably qualified and able to teach;
- ensuring that all pupils have the opportunity to learn with a personalised curriculum, to meet the pupil's needs;
- ensuring high standards of learning and teaching;
- providing a strong framework that promotes good behaviour;
- helping students to understand the choices that are available to them and promoting self-management;
- working in close partnership with parents/carers;
- working in partnership with a wide range of professionals to support children and young people;
- being a self-evaluating and continuously improving school.

SECTION 2: THE PURPOSES OF ASSESSMENT

Assessment is an integral part of the learning process, which should primarily be of benefit to the student.

Assessment occurs when judgments are made by teachers about achievement in relation to relevant criteria.

Edgewood School believes that assessment practices should:

(a) Support Good Quality Learning by:

- enabling students to demonstrate what they know, understand and can do;
- enabling students to become increasingly responsible for self-assessment;
- enabling students to recognise the progress they have made, both in individual lessons and over time;
- enabling students to understand clearly what they need to do to improve further;
- enabling students to recognise and accept the support they need to improve further;
- developing a portfolio of each student's work throughout their time at Edgewood School, to help them to understand the progress they have made and to share when they transition on to their next placement.
- Utilising formative feedback within "next steps" to deepen understanding and spark interest, taking learning to the next level.

(b) Support Good Quality Teaching by:

- ensuring that teachers are able to plan for continuity and progression across the key stages;
- informing the teacher about each pupil's/student's current knowledge and skills and their rate and direction of progress in order to plan their future programme of learning effectively;
- enabling teachers to recognise the individual and particular strengths and needs of each student;
- enabling teachers to set appropriately engaging learning targets for all students;

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- enabling teachers to plan relevant, motivating and differentiated learning opportunities for all students;
 - enabling teachers to develop a shared understanding of achievement and attainment through the process of regularly moderating pupils' work across all areas and subjects of the curriculum.

(c) Support Stakeholders by providing a wide range of evidence:

- to support the communication of accurate, relevant information on each student's experiences and attainments;
- about individual student progress and achievements for them to share with all interested parties;
- to support positive and successful transition onto the next destination/placement;
- To support successful accreditation.

(d) Support School Development by:

- providing accurate data to enable the Senior Leadership and Management Team (SLMT) to identify strengths and weaknesses within and across the school's provision;
- providing accurate data to enable each teacher to identify strengths and weaknesses within and across their class group;
- enabling the school to set challenging, appropriate and achievable targets for improvement;
- providing accurate data which can be used to monitor and evaluate improvements made.

(e) Support Student Development by:

- helping them to learn to accept praise and criticism from others and to be increasingly self-aware, supporting a healthy mental attitude to working with and alongside others;
- enabling development to increasingly understand that they have a right to voice their opinions in an appropriate way and to be heard;
- offering support and encouragement to increasingly enjoy participating in activities that involve self-assessment and evaluation, with a growing

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- recognition that this leads to improvement in their knowledge, skills and understanding;
 - developing the skills to and encouraging students to increasingly take ownership of their individual portfolios;
 - supporting and encouraging students to begin to understand that their views are sought after, valued and considered and that they have a positive contribution to make within their community;
 - enabling students to develop the confidence to share ideas with peers and adults;
 - enabling students to develop the skills to be self-assessing, thus acquiring skills that will help them in the world of work;
 - enabling students to recognise the need for and accept help/assistance in order to make progress, developing attitudes that will help them in adult life.

SECTION 3: ASSESSMENT ON ENTRY

Referring Local Authorities are requested to provide all available assessment data before a student starts at Edgewood School. It is acknowledged that this information is not always either available or accurate for a variety of reasons. Where this information is provided, these levels form the baseline of our assessment.

During the transition period prior to a fulltime start the Key Team collate the relevant information to ensure the Progress Towards Objectives (PTO) file has the relevant draft documents. (see appendix 1 for list).

When students enter the school they undertake a range of assessments including communication skills, motor skills, behaviour and academic attainment.

SECTION 4: ASSESSMENT OPPORTUNITIES

Assessment can be **formative**: ongoing, developmental or process orientated or **summative**: drawing together information to present a picture, often for the benefit of, or use by, others.

Teachers make use of a wide range of formative assessment opportunities during their everyday interactions with students. These formative processes include:

- observation of an individual or group during social interaction, oral work, practical work, or written work;

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- marking written work, alongside the student whenever possible, or when making comments on work, or setting “next steps” suggestions on how the student can expand the learning outcomes;
 - discussion with other staff;
 - discussion with students;
 - asking questions in lessons and around the school;
 - photographic and video evidence of activities with teacher notes or annotation, including Evidence For Learning
 - giving students opportunities to demonstrate what they have learned in plenary sessions at the end of lessons;
 - home-school contact when there is feedback from parents/carers and via Evidence for Learning.

Summative processes include:

- Annual Reviews of Education Health and Care Plans (EHCPs) and Personal Education Plans (PEPs) Looked After Child (LAC) Reviews;
- formal reviews of progress against Short Term Targets (STT);
checklists/tick lists (backed by annotated and dated evidence);
- regular application of normative assessments, including reading tests;
- end of module assessments;
- end of Key Stage teacher assessments;
- accredited course assessments;
- assessments carried out by other professionals involved with the student.

SECTION 5: THE ASSESSMENT CYCLE

Key Stage 2, 3, 4 and 5

Across all Key Stages teachers use an Assessment for Learning approach, with assessments recorded during the lesson wherever possible in order to support the summative assessment process. Edgewood School students will follow one of a range of pathways as deemed appropriate according to their cognitive ability.

Pathway 1:

Within Pathway 1, students follow an Informal and Semi-Formal Curriculum. The curriculum guides learning intentions which break down the individual's EHCP targets into smaller, achievable steps. These steps of progression are evidenced through Evidence for Learning and tracked through MAPP, Assessment of Lateral Progress.

The evidence and progress is then standardized in a termly Review of Attainment and Progress meeting. Due to the slower rate of linear progress children within Pathway 1 will likely make, it is also necessary to be able to track small steps of progress and to easily identify gaps in knowledge and understanding using a Brackenfield Assessment Tool.

Pathway 2:

Within the Pathway 2, reading and writing assessments (Salford reading test and Access reading for comprehension) are carried out termly for all students and the results achieved are stored on a database which provides us with an analysis of the level of literacy intervention required. Appropriate levels of intervention are then applied.

The teacher assessments for all other subject areas are recorded on individual student data sheets on a termly basis. The Key Team meet on a half termly basis to carry out progress meetings to ensure students are on or above target and if not then interventions will be put in place to support the students. Students are given 'next steps' suggestions on how to develop their learning further and to extend knowledge and understanding.

Within this pathway, core subject portfolios undergo formative assessment on a daily basis, marked with the student with "next step" suggestions on how to develop the learning outcomes further and deepen knowledge and understanding. This is augmented by termly summative assessment on completion of the portfolio, with progression data collected and added to the student's individual data sheet. This progression is closely monitored and tracked on a central management system which is pivotal to our planning and developing further individualised programmes of accreditation.

SECTION 6: MODERATION

Internal moderation takes place within the usual meeting cycle in the school this includes pupil progress meetings and Key Team meetings.

External moderation can take the form of working with other schools, providers, External Verifiers and exam boards.

SECTION 7: END OF KEY STAGE OUTCOMES

End of Key Stage outcomes across the whole school are evaluated to:

- demonstrate improvement over time;
- identify and eliminate underachievement;
- identify and eliminate weaknesses in subjects;
- provide evidence for changes for Curriculum Review.

SECTION 8: ANNUAL REPORTS TO PARENTS

Edgewood School complies with all requirements concerning Assessment, Recording and Reporting as laid down in statute. Parents receive an annual report detailing the progress of their child relevant to the curriculum pathway they are following and including progression within the accredited learning pathway for the Upper school students. Comments make reference to attainment, achievement and general progress.

SECTION 9: MONITORING, REVIEW AND EVALUATION OF THIS POLICY

- The implementation of this assessment, recording and reporting policy will be monitored annually by the Senior Leadership & Management Team (SLMT);

The success of the policy will be judged by:

- monitoring of attainment and achievement;
- monitoring of student progress;
- monitoring that all staff use appropriate assessment strategies at regular intervals across the curriculum;
- discussion with staff to ensure that appropriate assessment procedures/instruments are in place and that new staff are provided with all necessary support.
- discussion with parents about how involved they feel in the process and how clear reporting is;
- discussion with outside agencies and Local Authorities about how helpful school-based assessments are;
- discussion with the Director of Education.

Appendix 1: PTO File

Progress Towards Outcomes COVER SHEET

Young person name	
Academic year	

Termly reviews of documents

The five documents below should be reviewed and updated as needed in agreement with Edgewood School Key Team and the young person.

If documents are reviewed or amended as part of the Key Team Meeting then evidence of this will be recorded on the document

Date and initial the box below when reviews are completed (as well as adding review to the document itself)

DOCUMENT	Start of year (Sept)	Term 1 (Dec)	Term 2 (Mar/Apr)	Term 3 (July)
PBSP				
IRA				
PEEP				
E-Safety Passport				
Data sheet (inc. attendance)				

PTO meetings

Frequent meetings should be held for all students using Evidence For Learning to set targets, discuss academic progress, achievements and review the provision offered. These are separate to RAP meetings.

NOTE: The PTO meeting cycle will run between each EHCP review (not the academic year)

Date and initial the box below when PTO meetings are completed (as well as adding notes to the document itself)

Last EHCP review meeting	
Next EHCP review meeting	

Appendix 2: Young Person’s Journey Planning Tool (JPT)

Our intentions and map for a young person’s journey through Edgewood School

Young person name: _____	Date: _____
1. What is the young person like now? Consider communication, interactions, learning, independence, behaviour, wellbeing & health	2. What do we want the young person to achieve/develop/learn during or after Edgewood School?
What are the strengths? What already works for them?	Short term aim (whilst at Edgewood School, 1 year’s-time, 3 years or longer)
Where are the needs? What needs improving/supporting?	Long term aim (at the end of Edgewood, and afterwards) What should the next placement be? Consider education/employment, independence, community/relationships, health

3. What can we do to help the young person achieve the aims?

This will focus our practice, target/learning intention setting, protocols and planning

Consider class/house practice and opportunities, consult/involvement from parents/carers, referral to therapy services, young person engagement, support from elsewhere, professional development for staff, curriculum planning, events and anything else relevant

This is not a formal document but a useful planning tool. Complete the boxes in order and it is best completed by hand.

This exercise can be completed at any time, by individuals or teams. Use it to focus discussions, share views and plan for better outcomes.

Keep completed versions for future reference within the young person's PTO file at Edgewood.