

# 717EWS

## Edgewood School Assessment, Recording and Reporting Policy

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<b>Related Policies and Guidance Documents</b>	Curriculum policy Marking and Feedback policy
<b>Related Regulations</b>	
<b>Annexes and Supplementary Info</b>	
<b>Policy Owner</b>	Sasha Lees
<b>Policy Owner Signature</b>	

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## 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 and self-regulation;
- helping pupils 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.

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## 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 pupils to demonstrate what they know, understand and can do;
- enabling pupils to become increasingly responsible for self-assessment;
- enabling pupils to recognise the progress they have made, both in individual lessons and over time;
- enabling pupils to understand clearly what they need to do to improve further;
- enabling pupils 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.
- Where appropriate, 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 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 Goals for all pupils;
- enabling teachers to plan relevant, motivating and differentiated learning opportunities for all pupils;

- 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 Team (SLT) 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 Pupil 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 recognition that this leads to improvement in their knowledge, skills and understanding;

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- developing the skills to and encouraging pupils to increasingly take ownership of their individual portfolios;
  - supporting and encouraging pupils 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 pupils to develop the confidence to share ideas with peers and adults;
  - enabling pupils to develop the skills to be self-assessing, thus acquiring skills that will help them in the world of work;
  - enabling pupils 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 support the baselining of our assessment on admission.

During the transition period prior to a fulltime start the Key Team collate the relevant information to ensure the assessment file has the relevant draft documents.

Within six weeks of entering the school, pupils will undertake a range of baselining 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 pupils. These formative processes include:

- observation of an individual or group during social interaction, oral work, practical work, or written work;
- 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 pupils;
- asking questions in lessons and around the school;
- photographic and video evidence of activities with teacher notes or annotation, including Evidence For Learning
- giving pupils 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 Learning Goals;

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.

Pupil's progress against their Learning Goals and the frameworks is measured using MAPP (Mapping and Assessing Personal Progress).

Teacher assessments are formally reviewed in a termly RAP (Review of Assessment and Planning) meeting, their judgements are supported by evidence collated throughout the term on Evidence for Learning (E4L) and in pupil's workbooks.

MAPP assessment is ipsative; the assessment compares an individual's current performance with their own previous performance and therefore is not necessarily referenced to an external set of criteria. It follows that MAPP assessment does not make comparisons of outcomes between learners or across groups of learners.

Progress is measured in four key areas and rated on a scale from 1 to 10 from an initial baseline:

- Independence: from dependent to independent
- Fluency: from approximate to accurate
- Maintenance: from inconsistent to consistent
- Generalisation: from single context to many contexts

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 pupils are on or above target and if not, then interventions may be considered to support the pupils. Pupils are given 'next steps' suggestions on how to develop their learning further and to extend knowledge and understanding.

## 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/carers receive a written annual report detailing the progress of their child relevant to the personalised curriculum that they

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are following and including progression within the accredited learning pathway for the upper school pupils, where appropriate. 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 Team (SLT);

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.