

# 717AHS

## Alderwasley Hall School Assessment, Recording and Reporting Policy

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## Alderwasley Hall School – Assessment, Recording and Reporting Policy

### Section 1: Rationale for Assessment, Recording and Reporting Policy

The Alderwasley Hall 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.

We do this by:

- providing a nurturing environment;
- ensuring that all teachers are able to teach;
- ensuring that all pupils have the opportunity to learn;
- 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 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.

### Alderwasley Hall 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;

(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 challenging learning targets for all students;
- 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 successful transition onto next placements.

(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 subject leader to identify strengths and weaknesses within and across their subject;
- 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;
- supporting their 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;
- supporting 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 their community;
- enabling students to develop the confidence to share ideas with peers and adults;
- enabling students to learn to be self-assessing, thus developing 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.

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### Section 3: Assessment on Entry

Referring Local Authorities are requested to provide all available assessment data before a student starts at Alderwasley Hall 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. In addition, the school is required to set targets against which students could be considered able to return to the maintained sector.

When students enter the school they are on an assessment placement that can last between one day and six weeks. During that time the Assessment Team undertake a range of assessments covering communication skills, motor skills, behaviour and academic achievement.

### 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
  - written work;
- marking written work, alongside the student whenever possible, or when making comments on work;
- 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;
- 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. Summative processes include:
  - Annual Reviews and 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

At Alderwasley Hall School, our assessment cycle reflects the understanding that progress is not always linear—particularly for students with complex needs. Development may involve small steps, periods of consolidation, or occasional regression. Our assessment approach captures a holistic view of each student’s academic, social, and personal growth over time.

We use a range of tools suited to different stages:

- In Primary, progress is tracked using iASEND.
- From Key Stage 3 onwards, we use our Assessment Without Levels (AWL) framework, embedded across subjects.

Each term, students complete an assessed piece of work in every subject. Progress is then measured against their individual flight path using a simple RAG rating and the AWL F:

- Red – Less than expected progress
- Amber – Broadly in line with expectations
- Green – At least expected progress

Teachers also use Assessment for Learning throughout lessons to inform planning, teaching and support summative judgements.

In Key Stages 2 and 3, reading accuracy and comprehension are formally tested using the Salford Reading Test. These results help inform planning and targeted reading interventions. Literacy intervention and support continues into Key Stage 4 by the specialist Literacy and Numeracy intervention team, who assess and track progress regularly.

We are also trialling the use of Evidence for Learning with pilot groups to capture progress in independence, functional life skills, and preparation for adulthood, ensuring a more complete picture of individual development.

Short-term targets are reviewed termly with input from students, families, and professionals.

Assessment data informs:

- Curriculum planning and interventions
- Student regrouping (especially for September transitions)
- Allocation of additional support or resources

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This structured yet flexible cycle ensures that assessment supports meaningful, personalised progress for every learner.

## **Section 6: Moderation**

Internal moderation takes place within the usual meeting cycle in the school as well as within the QA cycle.

External moderation can take the form of, working with other schools, providers and exam boards. Subject and Faculty leaders are compiling exemplar materials to assist with standardisation and moderation meetings.

## **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 reduce underachievement;
- identify and reduce weaknesses in subjects;
- provide evidence for changes for the annual Curriculum Review
- Provide TAG (Teacher Assessed Grade) information to exam boards as required for external exams

## **Section 8: Annual Reports to Parents**

Alderwasley Hall 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, including all the National Curriculum subjects up to the end of Key Stage 4. 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 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 School Improvement Partner (SIP).