



## The Stables Independent School

# School Assessment, Recording & Reporting Policy

<b>This policy links directly to the listed Stables Policies</b>	Curriculum Policy
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**This policy was reviewed and approved by the Proprietors in Autumn term 2023.**

**It will be reviewed annually and approved by the Proprietors.**

### 1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

### 2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

### 3. Principles of assessment, recording and reporting

Assessment refers to all the activities undertaken by teachers, support staff and pupils that provide information that can be used to modify the teaching and learning activities in which they are involved.



Assessment is a process which provides information on individual pupil experience, and achievement identifies what the pupil knows, understands and can do.

Assessment is the key to the promotion of our pupils' learning. The different aspects of planning, teaching assessment and record keeping strategies when looked at as a whole, form a complete 'jigsaw', which fits together to create an environment where quality teaching and learning takes place. Such an environment is where pupils and teachers work together and aim for high achievement.

Recording is the selection and retention of significant and relevant information on the pupils' experiences and achievements, including what the pupil knows and can do; it informs planning.

Reporting is the communication of significant and relevant information on the individual pupils' experiences and achievements.

- The individual needs of our pupils are paramount
- The assessment policy is built on the whole school curriculum policy which encompasses teaching and learning
- Assessment is both formative and summative
- Planning is led by learning intentions not activities
- Assessment is not one thing: it involves a whole range of activities and strategies
- Assessment involves both pupils and their parents or carers
- Assessment takes account of the unexpected as well as the intended learning
- Assessment includes achievement of areas beyond, and not included in, the National Curriculum

## **Aims**

- To provide up to date information about the attainment of individual pupils and, where appropriate, groups of pupils
- To establish what pupils can do, know and understand
- To provide a record of pupil progress and consolidate learning
- To assess the readiness of pupils for future learning – to inform planning
- To identify patterns over time (useful when pupils learn in very small steps)
- As a basis from which to set targets for improvement
- To give an insight into the curriculum received by the pupils
- To enable the school to review the effectiveness of the curriculum and models of delivery
- To assess the need for additional, specialist support



- To help motivate pupils and staff
- To encourage pupil motivation and self-esteem
- To provide information to discuss with parents and carers
- To provide information for other teachers
- To satisfy statutory requirements

### **Assessment, Recording and Reporting should:**

- Value all pupils equally and free of bias
- Recognize and give credit for pupil achievements in and outside school
- Involve pupils in self-assessment where appropriate
- Form an integral part of teaching and learning
- Use a variety of approaches to assessment
- Provide valid and reliable evidence of achievement
- Measure and monitor performance against agreed criteria
- Identify positive achievements
- Provide opportunities for contributions from all involved in pupils' learning

### **We assess for:**

- The class teacher, all teachers and support staff in the school
- Pupils
- Parents and carers
- The Leadership Team

### **We assess because:**

- Assessment is not merely testing pupils; it is in fact a multifaceted process by which we establish a pupil's present level of functioning
- Assessment is a means of enabling future planning in order to meet individual pupil needs
- Assessment provides evidence of achievement and enables the school to report to parents, carers and other professionals

**Every child achieves no matter how small the steps, therefore every child deserves and is entitled to a celebration of their achievement.**



## What do we assess?

- We assess the pupils' experiences and achievements in all aspects of their learning within the whole curriculum

## How do we assess?

- Assessment should be set in the context of planning, implementation, recording and reporting, when in this cycle it is seen to be informative and directly related to the learning and teaching that occurs within the classroom
- Content of lessons and methods used should be continually assessed and evaluated by close observation of pupils' responses and recorded on the record sheets at the back of pupils' books; these should be easy to follow for everyone
- Assessment can be formative or summative

## 4. Assessment approaches

At The Stables we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### 4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents and Carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Effective planning provides an essential framework within which to facilitate learning and therefore provides a basis on which to assess progress.

- Long term – shows coverage and progression; it provides an overview of the curriculum for each year group and each pupil.



- Medium term – including the learning objectives; having taught the lessons the teacher **REVIEWS** it considering how far the pupils have achieved the learning objectives.
- A copy of the medium-term plan can be annotated showing where adjustments need to be made in future teaching
- In this way, assessment is informing future planning
- Short term – this is a working tool. It includes the breakdown of the learning objectives, including differentiation. These are annotated to show where pupils need further reinforcement or which pupils need further extension work. These observations feed directly into the planning for the next lesson. They are formal assessment judgements and form a continuous assessment record against the planned learning objectives.

### **Suggested criteria for making judgements:**

- Changes in demeanour – pupils look alert and interested
- Extension of concept – if they understand something they may take it a step further by themselves
- Use a learnt process in a different context – pupils who understand an idea may start to see the same patterns elsewhere and transfer concepts and skills
- Use shortcuts – once sure of the ‘big picture’, a pupil may shortcut a procedure
- Pupils are able to explain what they have learnt
- Pupils can focus attention on a task for longer

At The Stables, teachers know the pupils very well due to the small class sizes and they use a range of methods for formative assessment, including: verbal feedback and interaction when marking work, close observation of the pupils, achievement against lesson objectives and the use of individual targets, and observations made by support staff regarding progress. Pupils will use self-assessment and peer assessment against agreed criteria, where appropriate.

## **4.2 In-school summative assessment**

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching



- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents and Carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative assessment is used as a baseline from which to measure progress, to highlight strengths and weaknesses, to assist planning and to monitor the effectiveness of teaching.

It is also used for measuring and comparing, to inform planning and to inform target setting, both individual, class and whole school.

Summative assessment is also used to provide information at a time of transition e.g. when moving classes, key stages or to another school.

#### **Models of Assessment Used:**

- National Statutory tests for those pupils working at an appropriate level. However, it is very likely that any pupil at The Stables would be unable to undertake these tests because generally they work at a level lower than their appropriate Key Stages. If it is felt appropriate for a pupil to undertake these tasks or tests, then they will do so.
- Baseline assessment appropriate to developmental stage of the pupil
- Teacher assessment – this is ongoing and is used to make judgements on attainment against national standards. Teacher assessments in all subjects are completed at least termly by teachers, using the Green Skills Progression folders.
- End of unit assessments in Maths. These are completed at the end of the subsequent unit completed, in order to assess for retention.
- Phonics assessments. These are completed at the end of a phase or the end of a half term (whichever comes first), for those pupils accessing phonics teaching.
- Pupil work in books

Due to the complex learning needs of our children, summative assessment is predominantly used to inform various reports and reviews for individuals. Tests for reading age and spelling age are used to monitor progress against individual targets on IEPs, PEPs and EHCPs. Teacher assessment is vital in identifying the gaps in our pupils' learning and this provides summative judgements at the end of units of work.



## 5. Celebrating and Recording Achievement

Achievement is celebrated in a number of ways:

- Acknowledging achievements in the whole school, class group and assembly (certificates, raffle tickets, incentives)
- Displaying work and other evidence of achievement around the school
- Via communications between home and school
- Assembly time
- Annual review meetings/PEP meetings/EHCP meetings
- Through the annual end of year report

The recording and celebrating of achievement is a key area. It has a direct impact on our pupils' self-esteem and on raising achievement. We acknowledge and celebrate success in all aspects of school life. Achievement is defined as something the pupil, teacher or other adult is proud of or regards as significant in all areas of the whole curriculum.

### Why do we record?

Records are kept to:

- Assess a starting point
- Be a record of what has gone before – experienced, encountered, covered, working on, in progress and achieved
- Help teachers, parents and carers track progress
- Enable teachers to focus on the attainment of individual pupils
- Acknowledge achievements, increase motivation and self-esteem
- Ensure breadth, balance and relevance
- Be a way by which continuity and progression in the curriculum can be shown
- Be manageable, precise and accurate (when moderated)

### How do we record?

- Written daily observations
- Earwig online assessment tool
- Photographs
- On checklists of objectives
- IEPs/PEPs/EHCPs
- In pupil work evidence files



Wherever possible, pupils are included in their own record keeping and in the choice of materials to be included.

## **6. Reporting to parents**

### **Why do we report?**

We report on pupils' progress:

- To summarise and celebrate pupils' achievements and experiences over a period of time
- To describe completed work and experiences and the context/processes by which it was done
- To highlight strengths and particular achievements
- To identify any particular weaknesses
- To inform future planning, learning and teaching

### **How do we report?**

#### **Written Reports**

- **Annual Review Reports / EHCP Review Reports / PEP and LAC Review Reports**

We are legally required to report to parents and carers on the progress made towards meeting the objectives of a pupil's statement of special educational needs each year. This report is separate from the report on academic achievement.

- **End of Year Reports**

The pupil's end of year educational report is sent to parents in the Summer Term and is used to discuss the educational experiences and achievements of the pupils.

- **Informal Reporting**

The class teacher may send a letter home describing a particular achievement or telephone a parent or a carer.

#### **Meetings**

The following meetings are scheduled every year or in-year:

- Annual Review meetings, EHCP meetings, PEP Review meetings, LAC Review meetings





## **7. Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence (using the Life Skill assessment framework). We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

## **8. Training**

The proprietor will ensure that staff are kept up-to-date and informed on assessment procedures by providing continuing professional development as appropriate. Teaching staff will be given opportunities to share best practice with other professionals and in this way, they will be able to develop and improve their own practice on a regular basis.

Internal moderation will be carried out by the school's teaching staff to ensure consistency in making judgements and where possible, teachers will attend external moderation sessions to ensure that their judgements are in line with national standards.

## **9. Roles and responsibilities**

### **9.1 Leadership Team**

The Leadership Team is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting on all key aspects of pupil progress and attainment, including current standards and trends over previous years



## 9.2 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

## 10. Monitoring

The success of assessment, recording and reporting in school is evaluated in a number of ways:

- Through whole school self-evaluation focusing on pupil achievement
- By monitoring the self-esteem of pupils and staff
- By ensuring that the systems in place are working effectively
- By discussion with pupils, parents, carers, staff and other interested parties in the progress made within our school
- By measuring achievement
- Through the target setting process for individuals, groups and the whole school

This policy will be reviewed annually by the Leadership Team. At every review, the policy will be shared with the proprietors.

All teaching staff are expected to read and follow this policy. Tasha Foucher and Sarah Sharp are responsible for ensuring that the policy is followed.

The Leadership Team will monitor the effectiveness of assessment practices across the school, through: coaching visits, work scrutiny, pupil progress meetings, moderation, external monitoring and staff appraisal.

## 11. Links with other policies

This assessment policy is linked to:

- Curriculum policy