

Medina House School



Striving for Excellence

# Assessment Recording Reporting

At Medina House School we aim to provide a broad, balance and relevant curriculum that includes the National Curriculum and Religious Education, and caters for the *individual learning needs* of all our pupils aged between 2 – 11 years.

Meeting the pupils' individual special educational needs is our first priority. We aim to plan and deliver high quality teaching and learning opportunities to meet those needs through a curriculum that is enriching, stimulating, enjoyable and accessible to all our pupils.

Assessment, recording and reporting are a fundamental part of this provision.

## **STATEMENT OF ASSESSMENT PRINCIPLES**

Assessment of skills, knowledge, behaviour and attitudes is vital if we are to identify pupils' individual needs and plan their future learning.

It enables us to:

- recognise achievements and identify strengths and weaknesses in particular environments and situations, so that appropriate help and support can be provided
- ensure continuity and progression for each pupil
- help in monitoring the effectiveness of our teaching
- fulfil current legal requirements both for the National Curriculum and our school curriculum
- further inform school improvement

Assessment involves measuring performance against certain criteria. To ensure consistent standards (moderation), all staff will need to know the precise meaning of these criteria.

Assessment can be:

- targeted at a particular level of attainment – the pupil can or cannot do it – differentiated by task
- through an open ended activity - the level that the pupil achieves will be recorded – differentiated by outcome

The assessment cycle:

- a) planning for teaching and learning
- b) collecting evidence
- c) recording
- d) moderating
- e) reporting
- f) evaluating

This policy statement will be used as a point of reference by all staff, governors, parents and the Local Education Authority. All staff will be responsible for its implementation.

## **STEPS IN THE ASSESSMENT FOR TEACHING AND LEARNING**

**Step 1** All pupils entering Medina House School will have their learning levels assessed using appropriate materials. This will act as their baseline, from which future progress can be measured. Children entering class 1 will be assessed using a system which structures learning into developmental areas. All other classes use a skills based assessment which structures learning into the National Curriculum areas.

**Step 2** Pupils are also assessed by our speech and language therapist using a range of assessment tools that are appropriate for the pupil's individual needs.

Where necessary assessments and advice are sought from the physiotherapist, occupational therapist, educational and clinical psychologist and teachers for the hearing and visually impaired. Medina House staff may also use other assessments appropriate for the child's needs, these may include an assessment to determine reading age or PEP R which might be used to assess a child with significant levels of autism.

**Step 3** It is vital that teachers meet and talk with parents and other professionals to gather a full picture of how the pupil responds, interacts and behaves in situations other than the classroom. It is our responsibility to acquire the skills of 'listening' to what parents say and provide them with the support to help their child both at school and at home.

**Step 4** Using the information from these assessments and meetings, learning objectives are set for each individual pupil. These objectives are

prioritised and become an essential part of the pupil's individual education plan (IEP).

**Step 5** When planning for pupils' learning, we must identify:

- *what* we expect the pupil to learn (learning objectives / outcomes)
- *how* and *when* we are going to teach them ( teaching strategy)
- *where* the learning will take place ( learning environment or location)
- *who* is going to deliver the learning experience
- *how* we are going to assess and record the learning

**Step 6** Where appropriate, pupils should contribute to their own assessment. They should be aware of the progress they have made and be involved in setting their future learning targets. Some pupils however may regress because of terminal illness, for example.

**Step 7** Although assessment opportunities will be carefully planned for, communication with pupils about their learning, observations by staff, work produced by pupils, all contribute to the assessment process (continuous assessment)

**Step 8** Teaching and learning can be *differentiated* for individual, small group or whole group classroom activities:

- foundation level (sensory activities in which **all** pupils will achieve in some way)
- access level (**most** pupils will be working and achieving in some way)
- extension level (**some** pupils will be working towards higher levels of attainment)

**Step 9** All teachers are responsible for managing particular subjects throughout the school. They plan the work (linked to assessment) for each term throughout the year and are responsible for monitoring the quality of the teaching and learning of their subject throughout the school. They report directly to the Governors via a bi-annual schedule. Towards the end of the academic year, teachers will prepare a report for the parents of each child in their class. This

will illustrate the experience, learning and level of attainment in each subject area.

## Assessment and Recording Systems

### Assessment / Recording Working File

#### Contents

B-Squared P-Level sheets (IEP'S identified along with Subject targets)  
Observations / recordings of pupil's work  
Surnames in alphabetical order  
Followed by NC subjects in alphabetical order

### Teacher / Pupil File

#### Contents

Completed Baselines  
Completed B-Squared / NC recording sheets  
Benchmarked Pupil progress sheets  
Examples of work showing evidence of achievement  
Work must be annotated  
Record's of NC teacher assessments

### Pupil Portfolio

#### Contents

Photographic Evidence  
Work sheets, works of art, writing, etc  
Evidence of experiences and visits  
Pupils should be encouraged to file their own work

### Lesson Plans File

#### Contents

Identify learning objectives linked to NC subjects  
Identify who you are assessing  
Identify whether it is an IEP objective or a lesson objective

Together the *Teacher / Pupil File* and the *Pupil Portfolio* become the **FORMATIVE** record of achievement.

Pupils should be encouraged to take their *Pupil Portfolio* to their Annual Review meeting.

**SUMMATIVE** documents will be produced at the end of Yr 3 and Yr 6. These will take the form of a chronological samples kept from the Record of Achievement to start off the next period of evidence collection.

The **SUMMATIVE** document provides a picture of the pupil and their overall achievements and experiences. It contains positive statements supported by evidence and context, and is the property of the pupil.

## Recording Systems

### How do we record?

- On B-Squared skills based recording sheets that identify targets related to baseline assessments
- individual education plans recording sheets
- identified assessment opportunities on lesson planning sheets
- Pupil worksheets prepared for individual subjects
- Photographic evidence
- Reading records
- Computer printouts
- Computer disc
- Personal Video
- Photographs
- Audio tapes
- Any other methods which work for different members of staff

### What other records are kept?

- Statement of Special Educational Needs
- Yearly reviews of Statement
- Individual education plans
- Baseline ongoing assessment (B Squared)
- Pastoral Support programmes if needed
- Individual care plans if needed
- Confidential reports kept secure in main office

- Specialist assessment (EPS/SLT/Physio/OT/VI)
- Annual/LAC Reviews
- Multi Agency reviews

## Reporting

**Communicating and reporting to parents is encouraged in the following ways:**

- Annual Review meetings
- Class parents' evenings
- End of Year reports
- School Profile
- Home – school diaries
- Telephone
- Home visits
- Inviting parents into the working classroom
- Parent workshops
- Class social events
- Assemblies
- School social events
- Weekly School Newsletters

**This communication needs to include the following information:**

- End of year school report
- Annual review of Statement report, detailing progress against set objectives
- Pupil's individual time-table
- Lunch-time menu
- Care- plan for the management of medication / health related issues (if needed)
- Pastoral Support programme (if needed)

- Results of any SATS tests / tasks / teacher assessments at end of Key Stages
- Evidence of pupils work over each term
- Questionnaires on, 'how well we are doing ....can we improve?'

## Evaluating

Evaluation of the assessment, recording and reporting process is vital to:

- Monitor and evaluate the teaching and learning that has taken place.
- Inform future planning.
- Ensure that individual objectives are being met. These individual objectives should be achievable and measurable.
- Check for continuity and progression for all pupils through the phases.
- Ensure we are gaining a complete picture of the pupil
- Ensure that a range of assessments are being used in a variety of settings.
- Ensure coverage of the school and National curriculum.
- Identify areas for improvement both in our teaching and our planning

All **subject managers** are responsible for monitoring and evaluating:

- Long, medium and short term planning across the school
- Pupil and teacher performance in their subject
- Drawing up an action plan as a result of their monitoring and evaluation

The **school curriculum co-ordinators** and **the leadership team** also monitor performance throughout the school by:

- Sampling pupil's targets and evidence across the whole curriculum and across all year groups via tracking a lower and higher achiever in each year cohort. There is a schedule for the collection of evidence which applies to all class

groups with the appropriate copies going to the TA and member of the leadership team responsible for its compilation.

- Termly meetings with subject managers
- Observing teacher and pupil files at least termly
- Drawing up an action plan as a result of their monitoring and evaluation

## **ASSESSMENT RECORDING AND REPORTING SCHEDULE.**

### **ANNUALLY**

Annual Review.  
End of year report.  
Target setting  
Benchmarking.

### **TERMLY**

B'squared data collected and put onto central system  
Review pupil progress against agreed benchmark %. Apply 'traffic light' system to identify levels of progress for each child in every subject.  
Piece of writing work.  
Piece of number work/photo of practical work.  
Reading experience – Big book responses/Library books responses/update of reading recordings.  
Review IEP targets – revise if necessary

### **½ TERMLY**

P-level recording sheets data input to class laptops using B'Squared  
Photo/work evidence of topic biased activities (to include R.E. and P.S.H.E.).  
Pastoral support plans.

### **WEEKLY**

I.E.P. recording formats  
Celebration Assembly

Work to be filed in pupil's folder and copy of 'sample' children's evidence into ARR file held by the Deputy Head.

**Students identified within each year group and cohort of need to track for progress, breadth and content within all subject areas.**

**September 2007- July 2008**

<u>Year Group</u>	<u>Student's name</u>
YR	To be advised
Y1	
Y2	Matthew Bond Jay Thearle
Y3	Riannon Groves Ross King
Y4	Iona Campbell William Pinson
Y5	Michael Parker Ryan Horton
Y6	Jai Maloney Emily Payne