



Assessment, Recording and Reporting Policy

MEADOWFIELD



ASSESSMENT, RECORDING AND REPORTING POLICY

MISSION STATEMENT

Meadowfield School provides the best individual learning opportunities for all our pupils and students, so that each one is able to maximise their development and thus progress to lead the fullest possible adult life.

Aims of Meadowfield:

- To maintain a learning environment that provides equal opportunities for all, regardless of ability, race, ethnicity, sexual orientation or gender.
- To enable pupils to achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training by providing an inclusive curriculum which is accessed via a range of differentiated teaching and learning approaches.
- To address physical access barriers to learning for individual pupils by use of appropriate technology and adaptive equipment.
- To ensure that any additional and different provision needs for individual pupils are met through Individual Provision Plans and Personalised Learning Targets.
- To link whole school learner additional and different provision needs to school target setting and the School Improvement Plan.
- To meet pupils personal, physical, social and well-being development needs and to encourage and reward the acquisition of moral values.
- To promote an environment in which pupils are safe, happy, feel valued as individuals and learn to co-operate with others.
- To prepare pupils for Life in Modern Britain in their local community and where appropriate within the world of work.
- To ensure all pupils are safeguarded against the risk of radicalisation and extremism through promoting the fundamental British values across all aspects of school life
- To maximise opportunities for home/school/community liaison and to actively encourage parental and community involvement in the life and work of the school.
- To share advice, support and expertise with other schools, colleges and agencies through the Specialist Teaching and Learning Service.
- To provide members of staff with a comprehensive and supportive programme of Induction, Training, Appraisal and Continuing Professional Development opportunities.
- To build Self-Evaluation practices that raise standards in all aspects of school life and are quite clearly at the heart of all Monitoring, Evaluation and Review systems.

1. Rationale

- **Assessment** is the process by which pupils, parents/carers, teachers and assistants gain an insight into learning. It is integral to both teaching and learning.

Assessment provides the basis:

- for acknowledging achievement (academic and personal)
 - for planning for learning
 - for recording experience, developing knowledge and skills
 - for reporting for a range of purposes and to different audiences eg: to parents, to governors and to local authority.
- **Recording** is the means by which teachers and assistants identify and keep information about learning.

Through the planned use of recording systems information about pupils' achievements is noted and retained.

- **Reporting** is process of providing information about pupils' learning and achievements to a range of audiences.

1.1 Aims

- To help **pupils** to:
 - recognise and take pride in their own achievements,
 - recognise areas and skills that need to be strengthened,
 - become involved in planning their own future learning,
 - record their own achievements and share these with others.
- To help **teachers** to:
 - have a knowledge of each pupil's particular abilities, skills and understanding,
 - plan future learning targets for individual pupils and groups.
 - plan future teaching through evaluation of materials, resources and strategies.
- To help the **school** to:
 - provide continuity and progression within school, to home and beyond.
 - evaluate effectively whole school curriculum planning and practice,
 - meet statutory requirements.
 - provide value added data.
 - contribute to effective transitions.
- To help **parents and carers** to:
 - know how their child is doing,
 - be aware of how best to help and encourage at home,
 - participate in celebration of achievements.

2. Implementation

2.1 ASSESSMENT

- Evidence for Learning is the online assessment platform used in school. Teachers monitor individual pupil's achievements and progress. In line with the Rochford review and the removal of P Levels, KSENT schools assess progress against K levels which mirror the former P levels descriptors and national curriculum end of year expectation through a series of progression pathway steps developed by the curriculum leaders. Formative assessments are made continuously by teachers and summative data is updated and analysed three times per year
- Pupils with PMLD have an ongoing summative assessment document within which teachers document progress formerly three times a year. This document is informed through the termly monitoring and updating of individual targets. An Engage Pathway has been developed by Meadowfield School to guide the setting of very small next steps.
- The Early Years department uses the Development Matters guidance to assess Progress towards the Early Learning Goals. This is tracked in Evidence for Learning. Early Years outcomes are converted to K levels using the bespoke conversion document developed by the Early Years and KS1 team when pupils transition to KS1.
- In the Sixth form pupils progress towards Functional Skills English and Maths is tracked within Evidence for Learning. A flight path of expected end of Sixth Form outcomes has been developed.
- Department moderation takes places bi-termly, whole school moderation takes place bi-termly to verify teacher judgments
- School to school moderation between groups of KSENT Schools takes place twice a year for each subject area.
- Assessment focuses on learning processes as well as outcomes.
- Pupils are entered for statutory assessments at the end of Reception and each key stage, where appropriate to the learning needs of each individual pupil.

- Externally accredited courses are run across KS4 and Sixth Form. These offer staff opportunities to validate their assessments through moderation procedures as well as providing nationally recognised data.
- Pupil well-being is monitored termly through the engagement model. If a pupil is assessed as having low well-being interventions are implemented. All pupils have a Boxall profile to guide SEMH targets.
- Other professionals, for example speech and language therapist, OT and Physiotherapists make assessments which form part of the whole profile of a pupil.
- Pupils who transfer to Meadowfield School from other schools are assessed during within their first four weeks to identify and confirm their NC/K levels of attainment. Pupil starting Early Years have a baseline assessment completed by the half term following their arrival.
- Class groupings are used across all departments to ensure pupils are placed within groups which best meet their learning needs.

2.2 RECORDING

- **Main files:** Kept in the main office filing cabinets and maintained by office staff. Include medical records, care plans, correspondence and essential information sheets.
- **Provision Plans:** pupils with an EHCP have a section F Provision plan which is updated six times per year in line with the assessment schedule, following the plan update these are shared with parents and parents have the opportunity to meet with teachers, one of the EHCP reviews will be the Person Centred review. All Provision plans are saved on ProgresSEN, a web-based provision planning tool; during this transition some plans will still be kept electronically on the curriculum server.
- **EHCP Diaries:** progress towards EHCP targets is recorded across the week, teachers and pupils review the diary weekly and comment on progress and next steps. The diary goes home at the end of the week for parents to add comments on school achievement or to note any home achievement.
- **Pupil Provision files:** These are kept in class and maintained by the class teacher. The file includes the EHCP, the most recent annual reviews, and provision plan, the most recent school report, and well-being plans.
- **Individual Health Care plans:** All pupils have a health care plan containing information about the needs of individual pupils including regular medication, eating and drinking information and emergency medication.
- **Pupil Progress and Assessment:** Outstanding achievements in Engage classes are recorded as Amazing Moments, these are kept in pupil yellow files. Evidence of progress is uploaded to Evidence for learning. In KS1 to KS 4 two pieces of English, Maths and Science per pupil across two terms will be uploaded. Early years will upload two pieces of each Prime and Specific area per pupil across two terms. In KS5 two pieces of English, Maths and IT per pupil across 2 terms will be uploaded.
- **Attainment data:** Evidence for learning is a web-based assessment tools for recording progress and attainment and is used for tracking progress across all subjects.
- **Home-school communication books:** These books form a daily or weekly record of communication between home and school around all aspects of pupil achievement, behavior and well-being.
- **Photographic records:** During each pupil's school career photographic evidence of their achievements in a relation to a variety of curricular and extra-curricular activities is gathered, copies are shared with parents in Evidence for Learning.

2.3 REPORTING

Meadowfield School has a statutory obligation to report to parents and carers annually. The annual review of the Education Health Care Plan is the prime reporting meeting. In addition, there is an annual school report which goes to parents and carers in July each year.

- **Person Centred Review:** The review of the EHCP reports on:
 - Progress against targets set at the previous review.
 - Progress against the outcomes of the EHCP
 - Therapy targets
 - Progress and attainment levels

- Achievements across the curriculum
- Transition Plans are reviewed at annual review meetings for all pupils in Year 9 and in subsequent years.

Annual report: The annual school report contains information on:

- attendance
- current teacher assessment for end of year and end of key stage attainment
- outcomes of any statutory assessments
- curriculum coverage of core and foundation subjects and individual pupil progress.
- general comment
- **Statutory data returns:** The school submits data to the local authority and DfE on Early Years outcomes, Year 1 Phonic screening and Yr2 re-tests, End of Key Stage 1 and Key Stage 2 teacher assessments. Key stage 4 and Sixth form accreditation results.
- **In school Data Analysis:** Comparative information about pupils progress and development is shared with parents three times yearly and with Governors and the DfE where required.
- **Parents:** Meadowfield School has an 'Open-Door' policy whereby parents and carers are welcomed in school or can telephone in with queries. The home-school communication books offer opportunities for regular communication. There is a formal Open Evening in October for parents and carers to meet with teachers. Extended Impacts classes have an Open afternoon for parents and carers three times a year. Parents and carers are invited to a wide range of events to celebrate the achievement pupils across the year.
- **Governors:** The Principal reports to Governors three times a year at each full Governing Body meeting. The Governors' Annual Reports to Parents is available to all parents and carers.

3. EQUALITY AND DIVERSITY


Meadowfield School is committed to equality of opportunity for all pupils and staff in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions. We strive to educate, promote and celebrate the wider diversity of society within our school community.

4. COMPLAINTS

Any complaints concerning teaching and learning should be made through the school's procedures. The Complaints Policy is available on the school's website or can be obtained from the school office.

OTHER RELATED DOCUMENTATION

Curriculum Policy
Feedback Policy
Special Education Needs & Disability Policy
Inclusion Policy
Continuing Professional Development Policy
Appraisal Policy

 School Policy Approved by Leadership Team	
Policy Adopted	Date: September 2022
Policy Approved	Date: September 2022
Next Review	Date: Accademic Year 2023/24