

Assessment, Recording & Reporting Policy

Policy Title:	Assessment, Recording & Reporting Policy
Academic Year:	2019- 2021
Policy Reference:	CS3
Description:	To assess, record and report all aspects of learners' progress.
Status:	Approved by Headteacher in consultation with SLT and TLC
Category:	Suggested
Review frequency:	Every 2 years
Contact:	Emma Douglas
Version:	V.4
Who was consulted:	Previous PRU policies - Created 2006 by PRU (Pupil Referral Unit) headteachers Jacque Davies and Stacey Hunter, modified 2011, 2013, 2015
Other relevant policies:	See item 9
Acronyms:	<p>MC - Management Committee</p> <p>TLC - Teaching & Learning Committee</p> <p>SWC - Safeguarding & Wellbeing Committee</p> <p>FC – Finance Committee</p> <p>H&SPC - Health & Safety and Premises Committee</p> <p>PERS - Personnel Committee</p> <p>LA - Local Authority</p> <p>WBC - West Berkshire Council</p> <p>HT - Headteacher</p> <p>EWO - Educational Welfare Officer</p> <p>IBP - Individual Behaviour Plan</p> <p>IEP Individualised Education Programme</p> <p>PEP - Personal Education Plan</p> <p>PSP - Pastoral Support Plan</p> <p>SLT - Senior Leadership Team</p> <p>SEBD - (Social Emotional Behavioural Difficulties)</p> <p>SEND - (Special Educational Needs and Disabilities)</p>
Date for Review:	July 2021

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1: Key contact list for Assessment, Recording and Reporting Policy

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2: Purpose	<p>“....Promoting children’s learning is a principal aim of schools. Assessment lies at the heart of this process. It can provide a framework in which educational objectives may be set and pupils’ progress charted and expressed. It can yield a basis for planning the next educational steps in response to children’s needs. By facilitating the dialogue between teachers, it can enhance professional skills and help the school as a whole to strengthen learning across the curriculum and throughout the age range.”</p> <p><i>“Assessment, Recording and Reporting of Pupils’ Achievements in Hertfordshire Schools” (1990)</i></p> <p>This policy should be used to encompass all aspects of learners’ progress, including social, emotional and behavioural learning as well as academic achievements. Assessment is an important link in the cycle of planned curricular experiences. Recording achievement in a positive way and identifying learner’s particular strengths and areas for development and closing gaps in skills and understanding through sensitive assessment, helps to ensure that progress is maintained and that continuity is enhanced.</p>
3: Learners’, Service and Parent’s/Carer’s perspectives	<p>Assessment is a continually evolving process and needs to be viewed from several perspectives:</p> <p>The learner’s perspective Learners need to know:</p>

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	<ul style="list-style-type: none"> • what is expected of them; • short term, achievable targets; • to feel involved and valued; • to have their achievements recognised. <p>icollege perspective The unit/team needs:</p> <ul style="list-style-type: none"> • to plan for assessment; • to integrate, where possible, assessment and curricular planning; • to set up recognisable and consistently applied assessment procedures; • to ensure the widest possible dissemination of information to parents, carers, learners and other relevant agencies. <p>Parent's/Carer's perspective Parents/carers need:</p> <ul style="list-style-type: none"> • to feel involved in and informed about their children's progress; • to feel confident in the procedures established by the icollege. <p>These perspectives are now overlaid with statutory obligations on assessment and reporting.</p> <p>With these perspectives in mind, policy needs to differentiate between Assessment, Recording and Reporting and to outline procedures for ensuring that the requirements of each are met.</p>
<p>4: Definitions</p>	<p>The basic aim of assessment is to promote learning. Assessment takes place within the context of educational aims and philosophy and thus should reflect the aims of the icollege service.</p> <p>Defintions:</p> <p>Assessment - is an all-embracing term and refers to any of the situations in which some aspect of learner's education is, in some sense, measured, whether this measurement is by a member of staff, an examiner or indeed the learner himself or herself. Broadly speaking, assessment is concerned with how well the learner has done, what has been achieved, and whether it was worth doing in the first place.</p> <p>A test - is a particular situation set up for the purpose of making an assessment.</p> <p>An examination - is usually a large-scale test with national status.</p> <p>Assessment - can be either formative or summative.</p> <p>Formative assessment - is integral with learning and takes place throughout learning. It provides "feedback" i.e. whether learning objectives are being reached. It is diagnostic, giving information on areas of weakness, also on strengths and potential. For learners, it is a form of attention and encouragement, and an important ingredient of motivation.</p> <p>The more immediate the feedback, the more useful the information. It is important in the shaping of future learning experiences and helps the teacher evaluate performance and inform examination entry.</p> <p>Summative assessment - is concerned with the final summing up. The judgements it makes are also for the benefit of people other than the learner. Usually the concern is to differentiate between learners, so that selection can be made. It usually comes at the</p>

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	<p>end of a course - but it is less to do with timing; more to do with the intention of the assessor.</p> <p>Comparisons and standards - this form of assessment is undertaken where the interest is in outcomes and standards. Comparisons may be within a teaching group, year group, locally or nationally.</p> <p>Norm-referenced assessment - is where children are compared with what are understood to be the norms of performance for that age group.</p> <p>Criterion referenced assessment - is a comparison between the learner's performance and criteria. For example National Curriculum Attainment Targets and GCSE / Entry Level exemplar materials are based upon criterion referencing learner performance.</p>
<p>5: Principles and Aims</p>	<p>Principles and Aims of Assessment, Recording and Reporting, AfL - (Assessment for Learning) and APP (Assessing Pupil Progress)</p> <p>Assessment - Assessment occurs when judgements are made about achievement in relation to relevant criteria. It is an integral part of teaching and learning and is primarily used in a formative way to promote better learning.</p> <p>Assessment should fulfil four main aims:</p> <ul style="list-style-type: none"> • to assist and support learning; • to assist learner and teacher to identify strengths, areas for development and closing gaps in skills and understanding; • to assist staff in evaluating their teaching and teaching programmes; • to provide information about progress and achievement of individual learners for themselves, parents, carers, staff and any other interested parties. <p>Assessment of individual learning should reflect the full range of activities in which the learner is engaged (i.e. all curricular and extra-curricular activities engaged in by the learner). Where appropriate, assessment should be based on criteria that are known in advance to learners and other interested parties. For this reason, assessment should be built into planning.</p> <p>However, we should not ignore the possibility of unexpected outcomes from exploratory learning situations being followed through, as this can enrich the learner's experience and the quality of the curriculum greatly.</p> <p>Assessment should take into account the differing needs of individual learners including SEBD (Social Emotional Behavioural Difficulties) and SEND (Special Educational Needs and Disabilities). Regular constructive discussion should take place between learners and staff to review progress and identify strengths and areas for development and closing gaps in skills and understanding. The development of self-assessment activities should be fostered to encourage each learner's greater responsibility for his/her own learning.</p> <p>Recording Evidence of attainment needs to be retained in order to support judgements made and to inform future planning and learning. Through such a system continuity and progression can be assured.</p>

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	<p>A high degree of trust and confidence is necessary between staff, learners, parents and carers for such a system to operate openly and well and we should aim to build on this at all times. The recording of assessment outcomes should be constructive, should highlight positive achievement and give guidance for future development.</p> <p>Reporting Regular reporting of learner's achievements is both a right of individual learners and parents/carers and a statutory obligation. Such reports should be based upon on-going formative records.</p>
<p>6: Statutory Requirements</p>	<p>Under the arrangements of the Education Reform Act, there are certain obligations relating to assessment, record keeping and reporting which have been laid down in statutory orders:</p> <p>Assessment must be criterion-referenced and related to prescribed attainment targets.</p> <p>Records must be kept for each individual learner on:</p> <ul style="list-style-type: none"> • academic achievements • other skills and abilities • individual progress <p>Reports must be made at least annually on all core and foundation subjects.</p>
<p>7: Organisation & Management</p>	<p>Procedures for the organisation and management of Assessment, Recording and Reporting.</p> <p>Baseline Assessment It is important that staff have a sound understanding of a learner's achievements and abilities when he/she enters the Service. Such information will come from various sources, such as referring schools, EWOs (Educational Welfare Officer), Social Services, Educational Psychology, YOT (Youth Offending Team), etc. If insufficient baseline information is available, icollege may conduct its own baseline assessments, appropriate and informative tests. Baseline assessments should be used to inform the initial planning of the learners curriculum needs and to assist in his/her swift integration into the new environment. They will also provide information about the literacy, numeracy and SEBD needs of learners.</p> <p>Accurate baseline assessment on entry enables the icollege to monitor the "value added" element in each learner's education when summative assessment is undertaken either at the end of a Key Stage, or on exit, as well as being able to set suitably challenging, but attainable targets for each learner. Summative assessment arrangements should be agreed locally.</p> <p>Evidence of Achievement Staff observations of learners: Observation is extremely important and staff should bear in mind the following points:</p> <ul style="list-style-type: none"> • staff should stand back and observe as often as possible; • observation should be undertaken with specific objectives in mind; • both set tasks and investigative situations should be observed; • observation can at times be either passive or interactive - i.e. discussions of observations with learners; • use may be made of video or still camera where appropriate; • Observation of each learner should take place over a period of time covering: <ul style="list-style-type: none"> - individual work; - small group/interactive situations;

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	<ul style="list-style-type: none"> • whole class situations; • interaction with adults; • structured and unstructured activity; • situations covering a variety of curriculum activities. <ul style="list-style-type: none"> • such observations might result in written records • such observations are an integral part of improving our real understanding of each learners strengths, weaknesses and capabilities and should assist in planning for each learners future needs. <p>Learner 'Profiles': Each learner should have a 'profile' of his / her achievements that is constantly updated. This could include:</p> <ul style="list-style-type: none"> • dated, marked (in accordance with the Marking Policy) and annotated class work stored in a locally agreed place; • baseline assessment scores/data; • current reading and spelling ages; • wider curriculum achievements • personal folders detailing contacts with outside agencies, parents, carers etc.; • targets relating to IEPs, IBPs, PEPs and PSPs etc.; • some sort of 'Record of Achievement/progress file' – certificates, hobbies, pen-pictures, Work Experience, photographs etc. – jointly chosen by learners and staff. • Other locally agreed evidence. <p>Summative Assessment Such assessments take the form of reports to parents. Such reports should, as concisely but informatively as possible, encapsulate all formative assessment.</p> <p>Reports to parents/carers It is a legal requirement that parents / carers receive a written report at least annually detailing the academic progress of their child. General comments should also be made about the learners general progress and any other achievements both within and in addition to the Curriculum. All relevant personnel should be encouraged to contribute to these reports.</p> <p>Each report must also detail the attendance and specifically the number of unauthorised absences since the last report.</p> <p>icollge has decided to report on progress on 3 occasions during the academic year. These dates will be set by icollge at the beginning of the academic year. The report will follow an agreed format, although there may be some local additions. It is good practice to share information about progress with any agencies who are involved with the young person. This would include the school if they are on dual roll.</p>
<p>8: Monitoring and Evaluation</p>	<p>Monitoring and Evaluation will be achieved in a variety of ways:</p> <ul style="list-style-type: none"> • regular discussions with staff concerning progress of individual learners; • ensuring that assessment opportunities are built into planning across all activities; • regular classroom observation and working alongside colleagues to help identify strengths and areas for development and to provide support to individual staff / learners as appropriate; • reviewing of assessment outcomes and data to evaluate overall standards throughout the icollge.
<p>9: Associated Policies</p>	<p>Teaching and Learning Policy</p>

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Curriculum Policies and Statements Marking and Feedback Policy

10: Change Record				
Version Number	Date Approved	MC Minute Reference	Description of Amendments	Date
3	17.10.17	TLC 17.10.17	Transferred to icollege format	August 2017
4	08.10.19	TLC 08.10.19	Review; dates and staff	Sept 19

Keeping Children Safe in Education September 2019

All staff with the iCollege understand the need to safeguard and promote the welfare of children; this includes protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
Children includes everyone under the age of 18.

Approved by:	Teaching and Learning Committee
Signed:	Esigned Maureen Sims
Print name:	Maureen Sims
Position:	TLC Chair
Date:	08.10.19
Review date:	July 2021