



Assessment and Reporting Policy

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Governor's Committee Responsibility:

**Curriculum, Community &
Student Welfare**

Date Approved:

Autumn 2015

Review Period:

Three yearly

Next Review Date:

Autumn Term 2018

Autism Statement

We at Limpsfield Grange School aim to develop practices and policies that promote and sustain the wellbeing of children and young people with Autism.

We aim to offer training and support for staff parents and other stakeholders to enable them to best meet the needs of children and young people with Autism.

We aim to establish a consistent approach across all areas of our school community that enables all students with Autism to learn and make progress.

We aim to ensure that our communication with all stakeholders is clear and appropriate.

We aim to ensure that our physical environment is responsive to the needs of children and young people with Autism, and that we take account of the sensory needs of individuals.

We aim to provide a range of experiences that enable interaction; promote social inclusion and independence; and support learners with Autism to reflect on their experiences.

We aim to empower our learners to understand their Autism and celebrate their difference.

We aim to provide on-going high quality staff development for all members of staff at Limpsfield Grange.

We aim to develop and sustain a multi-disciplinary approach where professionals plan and work together to meet the needs of learners with Autism.

Limpsfield Grange School Assessment and Reporting Policy

Definitions

Assessment is defined as the judgment teachers make about a student's attainment based on knowledge gained through techniques such as observation, questioning, marking pieces of work and testing. It is integral to learning.

Reporting is the process of informing others, including the parents, headteacher, governors, the student's next teacher or school and the student.

Recording is teachers making a record of significant attainments to inform curriculum planning and reports to parents and others. It is not possible or sensible to attempt to record all the information collected. Much of it will, necessarily, remain in the teacher's mind.

Achievement paints a picture of the whole child, enabling the teacher to acquire an understanding of the total development and progression of every aspect of the individual child: academically, socially, physically, emotionally and spiritually.

Attainment relates to specific skills and knowledge as detailed in National Curriculum criteria and in KS4, to the criteria of externally accredited qualifications.

Assessment

Guiding Principles

- Assessment should provide information to teacher and student to enable students to make progress (baseline, formative, AfL).
- Students and parents will be given an objective assessment of attainment at least once per year (summative). This will be a written report from each subject indicating attainment and targets for future achievement.
- Studies will lead to accreditation by nationally recognised qualifications.
- Student assessments can be used to monitor the quality of curriculum delivery and teaching. They will also form part of equal opportunities monitoring.
- Students will be given clear objectives for their learning and encouraged to set realistic targets; they will be given opportunities to review their work and they will be given feedback from teachers.
- The criteria for assessment will be made clear and consistently applied to ensure equal opportunities.
- Assessment information is used in planning and lesson preparation and is clear in schemes of work.
- Attainment and achievement are celebrated according to school policy and subject practice.
- Prior assessment and target setting data is used to facilitate achievement and raise student motivation through monitoring.

At Limpsfield Grange School we assess our students' work in all of the subjects offered in the school curriculum. These **assessments** provide information which is valuable to ourselves and our students in judging **attainment** and **achievement**. They also provide a basis for our **reporting** to other people. These **reports** may be the basis of **reviews**.

Assessment provides information for the following people:

Ourselves as teaching staff

- Assessment lets us know that our teaching is effective.
- It allows us to evaluate our own classroom practice and to make future practice more effective.
- It informs us in the future planning of our work for individual students.
- Our assessments inform other staff and professionals of students' skills and levels of attainment.
- Assessment enables us to fulfil our statutory obligations.

Our students

- Assessment provides a basis for us to give accurate feedback to our students and to enable them to progress to the next steps.
- This, in turn, provides motivation for them and helps to raise our students' self esteem by reinforcing their status as effective learners.

Parents/Carers

Our assessments provide an accurate and objective basis for us to inform parents/carers of their child's progress in school and to jointly plan for that child's future.

Governing Body and Leadership Teams

Our assessments assist the governing body and LT in fulfilling their obligation to monitor the teaching and learning throughout the school.

Methods of Assessment

Assessment takes many forms, some formal and structured others informal and ongoing. Some assessments are statutory. There is a clear framework for formal assessment which is outlined below but assessment continues beyond this.

Students are praised and encouraged whenever they achieve or make a positive effort. All aspects of students' achievements are valued. For many of our students, this praise needs to be immediate in order to be effective. Teachers must therefore be assessing students' learning continuously so that they can provide appropriate reinforcement when a student achieves. Our students are also encouraged to assess their own work and opportunities are given for peer assessment.

A large part of day to day assessment is based on the professional judgement of the staff in the school and their in depth knowledge of individual students. Assessments can be made whilst working with students or through observation and conversations with students. In many ways, this professional judgement is the most important element in assessment, but it is backed up by a variety of formal assessments. These tools provide an objective picture of a student's attainment and can support and provide evidence for a teacher's professional judgement.

In Key Stage 4, teachers predict grades for external examinations and the grades achieved by students in Year 11 are analysed in detail.

In addition students have annual reading, spelling and comprehension tests. Work is also sampled by the ALT through 'book looks' to ensure that work is consistently and accurately moderated. Students have target sheets in their books so they are aware of their current NC level or GCSE Grade, their target for the end of the year (broken down into termly milestones) and the steps they need to take in order to achieve their target.

Teachers record the levels and grades of students on SIMS at the end of each term. This data is then analysed to identify students who may benefit from additional support maybe in the form of an intervention. The achievements and progress of different cohorts can be compared in order to consider additional support that may be required.

Additional Professionals

Our Speech and Language Therapist and any other therapists involved with particular students, all use assessments which contribute to an overall picture of the student. We consider it vital that the information gained through the use of these assessments is shared amongst all the professionals involved with students on a regular basis. We also welcome input from advisory teachers, other medical professionals and staff from integration schools.

Assessing the Curriculum

At the end of every academic year, subject teachers review their long term plans and adapt them accordingly to meet the needs and abilities of the students in each year group. As part of this review, subject leaders review the resources needed to deliver their curriculum area.

Timetable for Assessment and Reporting

When a student joins the school, teachers review assessment information that is received from the feeder school. Subject teachers allow students to settle in before they complete an initial baseline assessment. The PM benchmark reading test is used on all new students to assess reading and comprehension age. The Vernon Spelling test is also conducted with each student.

At the end of Year 9, all students are assessed in reading, writing and spelling to determine any special access arrangements for any external examinations in key stage 4.

Annual Review / Transfer to Education, Health and Care Plans.

This is a **statutory** review for students who have Statements of Special Educational Needs.

Individual Education Plans (IEPs)

An IEP is produced half termly for each student. These targets are set during the Annual Review/ Transfer to EHCP meetings. The class tutor sets the targets and each half term these are checked by the Heads of Key Stage 3 and 4. The students have a copy of the IEP target in their diary and the parents are informed of these. At the end of each half term the IEP targets are reviewed and the next one set. The students are encouraged to sign their own targets and certificates are awarded to the students who do this the best. IEP targets and individual need should form the starting point for all lessons; teachers and teaching assistants are responsible for signing the class IEP target sheet at the end of each lesson.

Academic Reports.

For school years 7 - 10 parents will receive three academic reports for their daughter. One will take the form of a report card giving current National Curriculum levels or GCSE grades, plus grades for behaviour for learning and homework. The other two reports will be more detailed and will link information about academic achievement with progress against EHCP objectives, where relevant, this will include the progress students' have made during their time spent in the residential setting. Students in year 11 will receive one report card and one detailed report.

Residential

Contact is made with parents/carers on a regular basis to update them regarding any progress or concerns around the student's development.

Individual Care plan diaries and rainbow folders are in place for all residential students and at times we may consult with parents/carers on these.

Placement plans for all residential students will highlight statement objectives and how these are addressed within the residential setting. These are used as a tool to identify and record areas of progress and development, as well as future objectives.

Within the rainbow curriculum and focus groups, staff conduct baseline assessments and the students undertake self-assessments. The data is used as a basis for target setting and to demonstrate student progress. Ongoing assessments of these targets then facilitates the identification of future objectives.

Parents Evenings

Each year group has one parent evening each academic year. Residential staff are an integral part of parents evenings. If the progress of a student needs to be discussed at another time of the year this is arranged individually with the parent, class tutor and subject teachers as required.

Review

The Governing Body of Limpsfield Grange School adopted this policy on: _____

It will be reviewed on: _____

Signed: _____

Dated: _____