



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:

Summer 2018

Review Period:

Three yearly

Next Review Date:

Summer Term 2021

The Limpsfield Grange Values:

At Limpsfield Grange we believe in working together to make a difference.

We are a tolerant community; we accept, value and understand others.

We care for all members of our community without judgement.

We are responsible for our own learning, behaviour and actions.

We accept that sometimes things go wrong. We work together to take responsibility for our mistakes and for putting things right.

We are a respectful community and we treat others as we would like to be treated, even if they have different views and opinions to our own.

We understand that good behaviour helps us to prepare for life beyond Limpsfield Grange.

We are positive and resilient. We celebrate difference in everything that we do.

We are all proud to be part of the Limpsfield Grange community.

July 2017

Limpsfield Grange School Assessment and Reporting Policy

Background and rationale

At Limpsfield Grange we believe that assessment is a fundamental element of our outstanding teaching practice. We believe that assessment data should be shared with students to empower them make progress and meet their targets. Assessment underpins feedback and supports students to make progress.

Aims of the policy

This policy aims to outline why students at Limpsfield Grange are assessed across our 24 hour curriculum; what is assessed and how it is measured.

Scope

This policy applies to all staff and Governors of Limpsfield Grange, including professionals working with students or staff at Limpsfield Grange.

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, the Headteacher, Governors, the student's next teacher or school, other professionals working with the student 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 assessment of attainment three times a year; this will take the form of either a report card or a longer written report. Each time subject targets will be included to aid future achievement.
- In some curriculum areas studies will lead to accreditation of 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 both in each lesson and for each half term; they will be given opportunities to review their work and they will be given feedback from teachers and peers.
- The criteria for assessment will be made clear and will be consistently applied to ensure equality of opportunity for all learners.
- 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 alongside school baselines establish student start points.

At Limpsfield Grange School we assess our students' progress in all of the subjects offered in the school curriculum, for most subjects progress is formally reported, for lessons such as work experience which does not lead to a qualification, graded progress is not reported. These assessments provide information which is valuable to school staff and our students in judging attainment and achievement. Student assessment information will also provide a basis for our reporting to other organisations and external professionals. These reports will inform the Annual Review process.

Assessment provides information for the following people:

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, ensuring that all lessons are planned from individual start points.
- Our assessments inform other staff and professionals of students' skills and levels of attainment.
- Assessment enables us to fulfil our statutory obligations.

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 and carers

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

Governing Body and Leadership Team

- Assessments assist the Governing Body and Leadership Team 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. Assessment methods are adapted for different subjects and key stages in different ways, in order to be effective and efficient in promoting learning and progress.

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 and feedback must be immediate in order to be effective. Teachers must therefore assess 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 and in depth subject knowledge. 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 supported by a range 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.

Teachers use assessments to establish start points and to inform their planning. Assessments draw on a range of evidence of what the student's skills knowledge and understanding in their subject area. Assessments help teachers to plan next steps to ensure a level of challenge in lessons, leading to students grappling with the content and not always achieving the first time.

In Key Stage 4, teachers predict grades for external examinations and the grades achieved by students in Year 11 are analysed in detail, in order to inform future decision making around the curriculum offer and teaching and learning.

In addition students have annual single word reading, reading comprehension and spelling tests. The Leadership Team undertake regular book looks to ensure that work is consistently and accurately moderated and that the teaching and learning is meeting the individual needs of the learners. Students have subject target sheets in their exercise books and also in their student planners so they are aware of their current level or GCSE Grade, their current target grade and the steps they need to take in order to achieve their target. The subject targets are set on a half termly basis and are shared with parents.

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. The attainment data of each class for each subject is collated into a 'Progress Booklet' each term. Using this progress of individual students and sub groups can be tracked, including those in receipt of pupil premium or catch up premium. Progress is evaluated and looked at together with the

strengths and weaknesses identified during learning walks and other relevant information about the student or cohort, to plan for next steps and enable students to make good or better progress and achieve well.

External 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. The leadership team consider the curriculum allocation for each year group, and the school as a whole, to ensure it meets the needs of the current cohort and adapt it as required, making sure there is coherence from one year to the next.

Timetable for Assessment and Reporting

When a student joins the school, teachers review assessment information that is received from the feeder school, including KS2 data. Subject teachers allow students to settle in before they complete an initial baseline assessments, and Year 7 student baseline assessment will be entered on to SIMS before the end of the first Autumn half term. For students who join the school after the start of Year 7 teachers also enter a baseline grade onto SIMS. The PM benchmark reading test is used with all new students to assess reading and comprehension age, alongside the Single Word Reading Test. 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

This is a **statutory** review for students who have Education Health and Care Plans.

Academic reports for parents

For school years 7 - 10 parents will receive three academic reports for their daughter per year. These will take the form of either a report card or a longer written report, giving current KS3 grade or GCSE grade and subject targets. Students in year 11 will receive one report card after the mock exams, giving detailed information about next steps in each subject along with predicted GCSE grades.

Residential reporting

Keyworkers make contact with parents and carers on a regular basis to update them regarding any progress or concerns around the student's development. Individual

Placement Plan Diaries and evidence 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 EHCP and WACI targets and how these are addressed within the residential setting through the activity program. Residential staff report on EHCP outcomes for residential students where boarding is on their EHCP. These are used as a tool to identify areas for development, and to record progress made.

Within the Rainbow Curriculum and Focus groups, members of the Residential team conduct baseline assessments and the students undertake self-assessments. The data is used as a basis for target setting and from which progress is demonstrated. Ongoing assessments of these targets then facilitates the identification of future objectives.

Parents evenings

Each year group has one parents evening each academic year. If the progress of a student needs to be discussed at another time of the year this is arranged individually with the parent, form tutor, subject teacher or Assistant Headteacher as required.

Monitoring and evaluation

The policy is reviewed every three years by the Assistant Headteacher, or sooner if we consider a review to be appropriate. This policy is also monitored by the Governing Body through termly student progress reports submitted to the Curriculum Community & Student Welfare Committee.

Related Policies

- Child Protection and Safeguarding
- SEN Policy
- Equality & Diversity Policy

Review

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

It will be reviewed on:

Signed

Dated
