



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: Curriculum, Community & Student Welfare

Date Approved: Autumn 2021

Review Period: Three yearly

Next Review Date: Autumn 2024

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 2021

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 and of Quality First Teaching. We believe that assessment data should be shared with students to empower them to 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 student progress at Limpsfield Grange is assessed across our 24 hour curriculum; what is assessed and how progress is measured.

Scope

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

Definitions

Assessment is defined as the judgment staff, often teachers, make about a student's attainment based on knowledge gained through observation, questioning, marking pieces of work and testing.

Reporting is the process of informing others about a students' progress, including students, parents and carers, the Headteacher, Governors, the student's next teacher or school and other professionals working with the student.

Recording is the process of teachers, or other staff members, making a record of progress to inform curriculum planning and delivery. Not all of the information collected about a student's attainment will be recorded physically, some of it will be held in mind by the teacher or member of staff delivering the curriculum.

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

Progress relates to students' attainment over a period of time, the difference between prior attainment and current attainment.

Assessment - guiding principles

- Assessment should provide information to the 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 through 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 that are planned from start points 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. For more information see the Marking and Feedback Policy.
- 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 attainment is used alongside school baselines to establish student start points.

In line with Quality First Teaching, emphasising high quality, inclusive teaching for all students in a class, we assess our students' progress in all subjects offered in the school curriculum. For most areas of the curriculum progress is formally reported. Both formative and summative assessments provide information which is valuable to school staff and our students in judging attainment, progress and next steps. Student assessment information will also provide a basis for our reporting to other organisations and external professionals. These reports inform the Annual Review process. For areas of the curriculum, such as SOLD, which does not lead to a qualification, graded progress is not reported, however termly targets are set and progress towards meeting those targets is reported to parents and carers.

Assessment provides information for the following people:

Teaching staff

- Assessment provides feedback to teachers and other members of staff, providing feedback about the efficacy and effectiveness of teaching.
- Assessment allows teachers and other members of staff to evaluate their classroom practice and to make future practice more effective.
- Assessment informs teachers and other members of staff future planning for individual students, ensuring that all lessons are planned from individual start points.
- Assessment inform other staff and professionals of students' skills and levels of attainment.
- Assessment enables Limpsfield Grange School to fulfil its statutory obligations.

Students

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

Parents and carers

- Assessments provide an accurate and objective basis for Limpsfield Grange to inform parents and carers of the student progress in school and to jointly plan for each 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, and to hold teachers and other members of staff to account.

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 order to be effective and efficient in promoting learning and progress. Alongside assessment in individual subject areas students' reading and spelling is assessed on entry and at the end of each academic year.

Students are praised and encouraged whenever they achieve or make a positive effort. All aspects of students' achievements are valued. For many Limpsfield Grange students, this praise and feedback must be immediate in order to be effective. Teachers must therefore assess students' learning continuously so they can provide appropriate reinforcement when a student achieves. 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 their subject knowledge. Assessments can be made whilst working with students and through observation and conversations with students. This formative assessment is supported by a range of formal, summative assessments. Teachers use these assessments to establish start points and to inform their planning. The assessments help teachers to plan next steps to ensure a level of challenge in lessons.

Limpsfield Grange has developed Assessment Frameworks for each area of our WACI curriculum. Students are baselined upon entry and bespoke lessons are planned to take into

account student start points. The assessment frameworks are updated after each lesson to inform next steps.

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. For the September 2020 and September 2021 intakes, due to the Covid-19 pandemic, there has been no KS2 data. Subject teachers allow students to settle in before they complete initial baseline assessments, and Year 7 student baseline assessment will be entered on to SIMS at the first reporting cycle. 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. These tests are repeated at the end of each academic year. For students identified for reading and spelling interventions additional tests are administered linked to the particular area they need to develop, these include the Salford Sentence Reading Test and the Fluency Rubric.

Teachers record the levels and grades of students on SIMS once a term. Teachers analyse their classes' data and bring any concerns with suggested actions to their termly Student Progress meeting with the Assistant Headteacher. This data is analysed to identify students who may benefit from additional support maybe in the form of an intervention, and teachers use the data to identify ways they can support the student to make better progress in their lessons. The attainment data of each class for each subject is collated into a progress document each term that is shared with governors. The progress of individual students and sub groups can be tracked, including those in receipt of pupil premium.

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.

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.

Academic reports for parents

For school years 7 - 10 parents and carers will receive three academic reports for their child 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.

Parents' evenings

Each year group has one parents and carers evening each academic year. Due to the Covid-19 pandemic parents evenings are currently being held via Zoom. If the progress of a student needs to be discussed at another time of the year this is arranged individually with the parent or carer, form tutor, subject teacher or Assistant Headteacher as required.

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. Keyworkers work with students on the WACI independence home strand and share progress with parents and carers. 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.

Annual Review

This is a statutory review for students who have Education Health and Care Plans. Students and parents / carers attend the review and submit their views. All teaching staff report on student annual review targets each term. Other professionals involved with the student are invited to the meeting and to submit a report.

External Professionals

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

Monitoring and evaluation

The policy is reviewed every three years by the Assistant Headteacher, or sooner if a review is considered 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

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Complaints Policy & Procedures
- Equality Policy
- Guidance for the promotion of respect, tolerance, socially acceptable behaviour and developing responsible citizens (formerly the Anti Bullying Policy)
- Marking and Feedback Policy
- SEND Policy

Review

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

It will be reviewed on:

Signed

Dated
