



Jasmine House School

Assessment, Recording and Reporting Policy

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Assessment, Recording & Reporting Policy

Introduction

Assessment, recording and reporting of pupil progress are essential to ensure that all students make the best possible progress through studying an appropriately differentiated curriculum. Assessment, recording and reporting are central to informing curriculum planning for each pupil and to ensuring that teaching and learning approaches build on pupil's strengths and abilities and reduce any barriers to learning that they experience.

This policy accepts that Jasmine House School must actively seek to meet all statutory obligations with regard to assessment, recording and reporting. In addition, a variety of tools are used to ensure that the needs of individual students are appropriately understood and planned for.

Various Jasmine House School Curriculum documents should be read in conjunction with this policy as assessment, recording and reporting is integral to many facets of school life. (Curriculum Policy, Teaching and Learning Policy, SEND Policy, Marking Policy)

Jasmine House School uses assessment to:-

- lead to successful **personalisation**, in that it will enable the school to build up a unique picture of each learner's strengths and areas for development, enabling the school to offer the right curriculum and the learner to make well-informed choices
- provide **reliable information** to parents/carers and other key stakeholders about how their child, and the school, is performing
- to enhance employment and college opportunities by providing schools, businesses and apprenticeship providers with accurate levels for each pupil
- allow meaningful **tracking of students** towards the end of key stage expectations in the new curriculum
- to support the therapeutic intervention provided by Jasmine House School in the form of SaLT and Occupational Therapy
- **provide information** which is transferable, easily understood and covers both qualitative and quantitative assessment
- **differentiate attainment** between students of different abilities, giving early recognition of students who are making more/less progress than expected
- to inform the qualification pathway into KS4 by directing examinations towards Functional Skills, Level One Qualifications or GCSE
- It will support **intervention** by enabling the school to identify any significant gaps in learning, plan how to address them and track progress in doing so
- inform and support **curriculum planning**: in that awareness of what learners have achieved and are finding difficult should be the starting point for short- and medium- term plans; a broader sense of how learners are responding to what they are being taught should inform the way in which subject and curriculum leaders modify their longer-term plans
- support and enable **continuous improvement** in students' learning maintain outstanding teaching and enrich **classroom practice** by ensuring that lessons, and the staff/learner interaction, are underpinned by a shared understanding of progression

- provide **feedback for students** about how well they are progressing
- produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time
- ensure the school is keeping up with external **best practice** and innovation and will provide an evidence base for **school improvement**, in that pupil progress in its widest sense should confirm the effectiveness of the curriculum, the impact of school improvement priorities, the contribution of a member of staff
- It will **support SEN** by enabling the school to understand and address the barriers to learning for each individual.

Assessment in Principle

Jasmine House School has adopted the following methods and principles of assessment:-

Assessment is at the heart of teaching and learning

- assessment provides evidence to guide teaching and learning
- assessment provides the opportunity for students to demonstrate and review their progress
- assessment provides opportunities to bridge the gap between current working levels and expected working levels where students may have fallen behind in their previous education providers
- assessment provides opportunities to identify the evident gaps in students that have typically spikey educational profiles across the curriculum and within each subject area

Assessment is fair

- assessment is inclusive of all abilities and preference for communication methods
- assessment is free from bias towards factors that are not relevant to what the assessment intends to address

Assessment is honest

- assessment outcomes are used in ways that minimise undesirable effects
- assessment outcomes are conveyed in an open, honest and transparent way to assist students with their learning
- assessment accuracy is internally verified through professional collaboration and scrutiny
- assessment judgements are moderated by experienced professionals to ensure their accuracy

Assessment is ambitious

- assessment places achievement in context against nationally standardised criteria and expected standards
- assessment embodies, through objective criteria, a pathway of progress and development for every student

- assessment objectives set high expectations for learners
- assessment provides aspirational target setting and achievement

Assessment is appropriate

- the purpose of any assessment process should be clearly stated
- conclusions regarding the students' achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information)
- assessment should draw on a wide range of evidence to provide a complete picture of student achievement
- assessment should demand no more procedures or records than are practically required to allow students, their parents and teachers to plan future learning
- assessment data is presented in an easily accessible format that can be verified electronically via our designated online assessment tool

Assessment is consistent

- judgements are formed according to common principles
- the results are readily understandable by third parties
- a school's results are capable of comparison with other schools, both locally and nationally

Assessment outcomes provide meaningful and understandable information for

- students in developing their learning
- parents in supporting children with their learning
- teachers in planning teaching and learning

Assessment must provide information that justifies the time spent by

- school leaders and governors in planning and allocating resources

Assessment in Practice

The effective use of assessment serves to develop a student's self-esteem by emphasising the progress he/she has made. Students at Jasmine House School are encouraged to focus on their own achievement and progress rather than comparing themselves to their peers. Face to face feedback reassures the student about his/her work and encourages them to take risks in their learning so that they can continue to improve.

Students of all abilities need explicit feedback about their work. They need to know what they are doing well, and more importantly what they can do to make even better progress. Staff should ensure that feedback is honest, clear and understood by the student. Students need to know what they are trying to achieve and it is the responsibility of teaching staff to ensure that lesson objectives and success criteria are clearly conveyed to the student. If a student is clear about the expected outcomes of an activity, then he/she will be able to take a greater role in judging whether the outcomes have been achieved.

Students at Jasmine House School sometimes have difficulty standing back and objectively evaluating their progress against targets. They sometimes lack the necessary vocabulary to formulate their opinions and can find it difficult to reflect on past performance in order to judge the extent of the progress they have made. The sharing of simple and easily measurable targets is encouraged so that students can take an active role in tracking and commenting on their progress and attainment.

Exams and Assessment: Quality and Assurance

Some subjects use an Assessment Framework which has been adapted using skills from the National Curriculum to suit the content being taught. Assessment Frameworks are developed and created by subject specialists to maximise effective tracking and monitoring of progression. The framework of the Assessment Policy at Jasmine House School supports targeted and evaluative opportunities for professional development that is informed by our lesson observation process, coaching and peer mentoring programme and a review of internal and external moderation feedback. Pointers, processes or issues identified as requiring modification from any one of these collaborators or internal processes provide the content for a supportive but proactive series of training interventions. The Assessment Policy ensures that the highest standards of practice are met by providing training to reduce or limit future inaccuracies, oversights or ineffective practice occurring in the marking of coursework or formally assessed examination work.

How Assessment, Recording and Reporting Works at Jasmine House School

Throughout a student's journey at Jasmine House School, he/she will experience formative, summative and diagnostic assessment. The frequency of these assessments will be influenced by:-

- policy
- individual need
- requests from placing authorities and other key stakeholders

ASSESSMENT – recording and reporting cycle in relation to the learner's journey

1. **On entry** to the school a baseline is established for each pupil and this process will take between 6 and 8 weeks depending on the level of need and complexity of the young person. A baseline is established (with key information and issues fed back to the LA and other key stakeholders) which takes into account and/or tests for:
 - a. information taken from prior education settings including NC levels (or equivalent), social, medical history – including prior learning (SATs etc), attendance, exclusions, emotional and social background, any safeguarding issues, agency involvement
 - b. any special educational needs as outlined in their EHCP
 - c. current attainment as a minimum in the core subjects of English (reading, writing, speaking and listening), Maths and Science. The judgement of current attainment will be derived partly from teacher assessment and partly from external assessment tools

- d. the learner's own perceptions of their personal learning style, strengths and the barriers they need to overcome
- a. any specialist testing including therapeutic assessment ie Speech and Language, Occupational Therapy, Educational Psychologist (suggested by points a-c above), Salford Sentence Reading Test (updated) / Wrat 5 (administered by a qualified Speech and Language Practitioner) measures an individual's ability to read words, comprehend sentences, spell, and compute solutions to math problems.

Targets and planning: once the baseline stage is complete:

Realistic Longer Term personalised 'Progression' targets are set for the appropriate Curriculum Key Stage. Additional targets may be set through teacher ongoing observations and pupil self-identified areas for development

A plan or plans (IEP, positive handling and risk assessment) are established which identify priority development issues, sets shorter term 'Ongoing' targets for them and says how they will be addressed. These plans are interlinked. They are shared appropriately with parents/carers/LA

All staff involved in teaching or support for a young person are made aware of all assessment data in order to plan appropriately to meet the academic, social and communication needs of that young person and to set appropriate targets for them

2. Daily/Weekly

- a. Reviewing of progression lessons against personalised session objectives through questioning and observing
- b. Marking, photographing and videoing of work/outcomes via Evisense links with our online data assessment tool, B Squared
- c. Written/oral feedback to students
- d. Review individual progress against Target Board
- e. All progress information recorded on B Squared
- f. Qualitative evidence of progress uploaded and recorded onto Evisense

3. Half Termly/Termly

- a. Reviewing and resetting of IEP/personalised learning targets
- b. Review of progress against specification set out by external awards/accreditation being taught
- c. Progress meetings with individual students to discuss/review progress
- d. Maintaining/updating individual pupil progress files
- e. Termly Progress Data Capture used to inform end of term reports to be sent to all key stakeholders

4. Annually

- a. Reading accuracy and comprehension testing – Salford
- b. Spelling accuracy testing – Blackwell Spelling assessment
- c. Progress data used to inform statutory annual review meeting
- d. Review of progress against specification set out by external awards/accreditation being taught

- e. Analysis of accreditation results against key stage targets/personalised learning targets

Ongoing basis:

- a. All planning is differentiated and is aligned to the young person's ability
- b. There are regular reviews of progress through timetabled Key Worker time, where targets are set and progress discussed in order to identify planned interventions. All staff involved will be expected to contribute, this will lead to either routine updates of plans and targets and where necessary to further assessments and interventions
- c. A key principle for the ongoing assessment process will be the involvement of the young person through Key Worker time
- d. There is regular communication to parents and carers and other key stakeholders of both successes and difficulties
- e. Young people have first-hand knowledge of the targets they are working towards and the progress that they are making is visible/available at all times
- f. B Squared is updated whenever a learning/assessment sequence has been completed and evidence generated. Assessments and evidence are moderated on a half termly basis. Evidence of learning is uploaded onto Evisense.
- g. External moderation of assessment supports teachers in assessing Maths, English and Science three times a year (once a term)
- h. In Key Stage 4/5 progress towards agreed accreditation should be submitted on a half termly basis to the Headteacher

At key moments of **transition (end year/annual review/key stage)**

- a. There is a review of progress against targets set and in relation to students' ability supported by analytical tools from B Squared.
- b. The review will be comprehensive, covering learning, communication, social and behavioural development and involving all key staff.
- c. There is reporting to parents/carers/LA in terms of achievement, behaviour, and what has contributed to or impeded these; together with discussion and agreement about next steps.
- d. The young person, will be supported to engage in their review and forward planning for the next phase, taking into account their communication difficulties
- e. At the end of Year 9 there should be an initial agreement between the student and the school in what external accreditation(s), where appropriate, the pupil can attain at the end of Key Stage 4.

Types of assessment

In line with national guidelines Jasmine House School makes a distinction between assessment **of** learning, the process by which judgements about attainment are made, and assessment **for** learning which is the use of assessment to inform the next steps of

students' learning.

Formal assessment is based on the results of standardised tests or other exams/tests that are administered often under-regulated or controlled test-taking conditions. In the process of a formal assessment, data are collected on student performance on the test or tests to determine the level of academic achievement or various other characteristics under analysis.

Informal assessment is seen as a method of measuring an individual's performance by watching their behaviour or using techniques such as questioning and discussion. Informal assessments are different from formal assessments such as standardised tests or graded formal presentations because the graded individual is less aware of the assessment in progress.

Summative assessment is linked to the assessment **of** learning and tends to rely more on formal methods as it is mainly used to measure performance and to identify a standard of student attainment.

Formative assessment, in contrast, is about assessment **for** learning and tends to be based on the results of informal methods of assessment. Formative assessment is ongoing and provides evidence of and for progression in learning.

Diagnostic assessment is a combination of assessment for learning and of learning. It is a formal assessment method. Diagnostic tests can be used as a summative form of assessment. The type of tests that fall under the 'diagnostic' heading include:-

- spelling accuracy tests
- reading and comprehension tests
- specific therapeutic assessments

Self-assessment is assessment **for** learning. It encourages students to take ownership of their learning and to evaluate their achievement against shared learning outcomes. Self-assessment can be a useful tool for motivating students and for helping them to see what they need to do to improve. At Jasmine House School it is likely that only a very small number of students will be able to make reflective self-assessments as a result of specific speech and communication difficulties, but all will be encouraged to be part of the process by sharing their work with others and engaging where possible in discussions with their teaching staff about what they have achieved.

Effective assessment **for** learning in the classroom can enhance progress, engage learners and help them become better learners. At Jasmine House School this will be characterised by a number of different strategies:

- displaying students' work which is annotated according to the school's marking policy
- objective-setting: making objectives clear through discussion; written or picture prompts around the room and/or in students' work; regular revisiting of objectives in relation to tasks and activities that punctuate the lesson. Objective setting at the level of the lesson should also help the learner see where those objectives fit in terms of the bigger picture
- written or oral feedback: which is not only positive, but also constructive, in that

it tells the learner what they have done well, and what they can do to improve, these are defined in terms of 'next steps'

- self- and peer-assessment: giving learners the opportunity to evaluate their own and others work, using the positive approach recommended in the point above, and based on assessment criteria which are shared
- plenary discussions, at the end of a lesson or of a sequence of lessons, which allow learners to reflect on (and celebrate) the outcomes they have achieved, what they have

- learnt, and what needs to happen next
- periodic reviews of learning, for both groups and individual learners: these should enable learners to look back over time at their work (both ongoing and tests/exams), and recognise the progress they have made
- setting challenging targets for young people and using them to shape progression (see below)
- using a visual Target Board (usually located in each classroom/learning area) to allow each pupil to show their progress in relation to a particular target set by both the student and teacher/TA

Short-term (ongoing) target-setting

We enable a focus on individual progress through personal learning targets – using the interactive target board. This is in the form of a classroom display that shares individual achievement of national curriculum assessment criteria (or equivalent). It operates as follows:

1. Individual targets are set for, and in agreement with, students using a combination of teacher assessment and externally set assessments
2. All individual targets link directly to Level/Stage assessment focusses as defined on B Squared
3. The 4 target areas of focus are Numeracy, Literacy (writing), Therapy and Health and Well Being. For some students, additional targets may be set with a clear focus on behaviour
4. Individual pupil targets are displayed as colour coded arrows (blue – numeracy, red – literacy, green – therapy, yellow – Health and Well Being)
5. Each pupil has a maximum of 4 targets running at one time, one of each colour.
Two 'next step' targets of each colour are also available to advance learning.
6. Each target is chosen by the pupil in negotiation with the teacher
7. There are 5 sections on the Target Board and advancement to the next section is achieved when the pupil can demonstrate clear progress for any given target. All targets are recorded on B Squared. Advancement to the next section of the board must be backed up by evidence collected by the teacher.
8. Clear evidence must be recorded in the pupil's target/progress file using any of the assessment strategies described on following page
9. Success is achieved when any target arrow reaches the gold centre of the target board and sufficient evidence has been witnessed, collated and filed. This evidence must meet the B squared requirements of the objective (or equivalent). This success is celebrated and recorded in the form of a certificate. This certificate is placed in the pupil's target file along with the completed target arrow
10. It is estimated that all targets should be achievable in a half term period
11. Target evidence folders are then used as a *revision tool* in addition to subject work books and are to be read prior to next Teacher assessment- to recap understanding of previous learning gaps and targets and used to inform Annual Review reports and termly education reports

Assessment Strategies

The type of assessment we choose to use depends very much on what we want to assess.

Assessment will be most accurate where we use a range of approaches that allow us to “triangulate”. Amongst the range of strategies at our disposal are:

- Observation of students engaged in a task
- Pupil self-assessment or peer-assessment: perhaps based on an assessment checklist or a “ladder” of progression.
- One-to-one questioning of individual learners either during the course of an activity or at the end of a period of learning (e.g. end of a module).
- Questioning of the class during an activity and discussion with individual learners
- Review of learning with a class or group/individual learners – for example in a plenary session at the end of a lesson
- Marking of students’ work
- Periodic tests or examinations/progress against formal accreditation
- Electronic tests including on-line.
- Standardised baseline assessments
- Photographic Evidence/Video Evidence
- Standardised Assessment Tool (B Squared)

For assessment as outlined above to be successful and worthwhile certain other features need to be in play:

- Effective tracking of progress through subjects (using the data collection tools B Squared and Evisense) and personal development (taking account of classroom behaviour, response, attendance and punctuality)
- Planned opportunities for moderation within and across subjects and with identified schools, based on systematically collected evidence
- Long-term planning for the subject or aspect of learning will be clear about what we are assessing against: what strands of progression or assessment focuses are there; what are the steps of progression in relation to those strands of focuses
- Short and medium term planning will identify what aspects of learning are to be assessed in a particular lesson or group of lessons.

Moderation of Assessment Data

We moderate all progress data and judgements regarding pupil progress

- by reviewing them against evidence within the school at least termly
- by comparing the different types of evidence available within each subject
- by comparing subject to subject at least termly
- through meetings of subject leaders with senior leaders termly to review

progress As a result of moderation several actions may be required

- intervention support for identified students
- revision of plans or assessments in certain subjects
- subject specific training and support
- modification of IEP, EHC plan outcomes or provision in agreement with LA

Who is involved in the assessment procedures?

Class-based assessments are carried out on an ongoing basis by education staff. Work and responses are recorded against the B squared progression steps criteria. Education staff regularly attend both in-house and external training events to ensure that they are fully informed of current assessment trends and arrangements. Activities are differentiated using ongoing assessment information and data. Education staff are expected to evaluate every activity and to record student performance in terms of what they know and can do and the areas with which they are experiencing difficulty. Support staff may well contribute to teacher evaluations. It is critical that students are involved and informed throughout assessment procedures.

Jasmine House School uses the following recording methods to demonstrate

pupil progress: B Squared

This is a programme used to underpin the recording and reporting of student's process and attainment using an observation based, formative assessment framework for connecting steps. B Squared is used to identify and record the on-going achievements of students who are working moderately or severely beneath age-related expectations in some or all areas of their development. In addition to its relevance for pupils with bespoke educational learning requirements, one of the benefits of the B Squared assessment tools is the opportunity to link with Evisense; qualitative and quantitative data can be recorded and reviewed allowing for exceptionally rich collation of pupil progress. These applications can be used with students who are either studying elements from a formal curriculum or those who are still engaged in a semi-formal approach to learning. The software is used with students working significantly below their age-related expectations due to the nature of their SEND.

Other assessment tools that may be used by staff at Jasmine House

School include: Assessment Tool

- Wrat 5
(as an entry baseline where possible)
Maths skills.
(Wide Range Achievement Test, version 5),
carried out by a qualified Speech
and Language practitioner
- Creative Writing Task
strengths and
(Teacher assessed baseline)
handwriting,

Outcome

Reading, spelling,

Identify areas of
weaknesses in
Literacy skills.

- | | |
|--|--------------|
| • Blackwell Spelling
Assessment (Yearly) | Spelling Age |
| • Salford Reading (Yearly)
Reading, Comprehension | Word |

Where required additional specialist assessment tools may be utilised, especially by Jasmine House School therapy professionals, and these may link to specific intervention programmes with their own additional assessment.

Reporting to parents/cares and placing authorities

Jasmine House School reports to parents/carers/local authorities at three key points throughout the year. They are December, April and July (end of each term). At the same time therapists also produce reports about the students with whom they work and these are included in the pack that is sent out to parents. Teaching staff record the levels achieved in each of the termly reports to parents for each subject. This information is generated by the B Squared programme. Reports are presented to the placing authorities at the annual reviews. In addition, some authorities have progress meetings to review the collective progress of students placed at Jasmine House School at various times throughout the year. For the purpose of reviews and local authority meetings about student progress, the most recent reports are used.

While independent school standards do not require National Curriculum coverage, our school is committed to covering the New National Curriculum (incorporating recent statutory changes) and its programmes of study wherever possible. This commitment must however be consistent with any Education Health Care Plan for any young person which may well prioritise particular subjects or key areas of learning, specific adaptation or modification.

As we begin to develop personalised Curricula for all learners we face particular challenges:

1. Many of our students have missed significant amounts of their education and may well have missed important curriculum elements.
2. Our students often need to be grouped with reference to their needs, rather than on their chronological age.
3. For both these reasons we may need to select elements of the curriculum from more than one year's plan, and find 'best fit' for each student and for the group.

Role and Responsibilities

It is the responsibility of the lead class practitioner to organise the collection and collation of assessment data using B Squared as the tool for recording and analysing progress. Teaching staff take responsibility for writing end-of-term reports for parents and all reports must be signed off by the Head of Education and the Principal.

Therapists have responsibility for producing reports as required and have editorial rights for the reports they write. At least one member of the teaching team must attend annual reviews, PEP meetings, LAC reviews and the termly moderation meetings.

Directors of Smoothstone Care and Education will ensure that:-

- it considers the advice of the Principal when approving this assessment policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- it contributes to decision making about assessment within the school

The **Senior Leadership Team** will ensure that:-

- it has an oversight of assessment within the school.
- detailed assessment information is available on each student attending the school
- assessment data is monitored, analysed and reviewed on a regular basis
- levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these

Teaching staff and Learning Support staff will:-

- recognise that all students can improve
- appreciate that good assessment is an essential part of teaching and learning
- demonstrate progress through reflection, dialogue and action planning
- be aware of the emotional impact of comments, grades and marks and give regular oral and written feedback that is positive and constructive, recognising achievements as well as being developmental, and that focuses on the work that has been produced, rather than on the person
- understand learner motivation by emphasising progress and achievement rather than failure and avoid comparison with others
- be clear about a learner's strengths and how to develop these, their areas for improvement and the next steps needed for them to make progress
- encourage independent learning by enabling students to take charge of their learning through developing their skills of reflection, self-assessment and their capacity to identify next steps
- praise progress and reward achievement through comments and the school's praise and reward systems
- recognise that assessment for learning should be used in all areas of educational activity and that it should enable all learners to achieve their best and have their achievements recognised
- make it fit for purpose, varied and use it to inform future planning and teaching.
- advise on "next steps" in clearly explained accessible language and, where appropriate, set SMART targets

- keep detailed records and regularly review students' baseline data, their effort, attainment, strengths and areas for development, as well as their completion of classwork and homework, lesson attendance and lesson punctuality
- use their subject knowledge, records, departmental portfolios and all relevant criteria when making summative assessments about students

Students will:-

- be made fully aware of their current working levels and informed of the next steps in order to progress
- agree target(s) for progression with their teachers
- be treated as partners in their learning and be involved in assessment processes
- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge
- be given additional support and intervention if they start to fall behind in their learning, helping them get back on track quickly

Parents and Carers will:-

- be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
- be kept regularly informed about the progress their child is making, in line with the relevant section of this policy

