

# Five Rivers®

FIVE RIVERS CHILD CARE LTD

Assessment,  
Planning, Recording &  
Reporting Policy &  
Procedure – Field Gate  
School

*'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.'*

Policy Owner	Head Teacher
Authoriser	Head of Education
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1. Assessment, Planning, Recording & Reporting Policy

1.1 Policy Statement

The assessment of student progress is an important part of the learning process and should lie at the heart of curriculum planning, teaching and programme evaluation. Effective assessment will give feedback about student needs and student progress. It will provide information and evidence of attainment for recording purposes and for reporting to students, parents, and others. The student is central to the process of assessment and individual involvement in this process is to be encouraged, developed, and valued.

Assessment practice should have a positive impact on students' attitudes, motivation, achievement, and self-esteem.

1.2 Terms and Definitions

The below table sets out several terms and definitions used within this document:

Term	Definition

1.3 Data Protection

Five Rivers Child Care supports the objectives of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000, and the Freedom of Information Act 2000. Five Rivers Child Care has a statutory obligation to process personal data in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018

Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained, and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

## 1.4 Disclosure of Information

Any use or disclosure of information held within Five Rivers Child Care, without there being a legitimate purpose or legal basis, will be classed as unauthorised and is a criminal offence under Section 55 of the Act Right of Access (Subject Access Requests).

## 2. Assessment, Planning, Recording & Reporting Procedure

The Head Teacher and Head of Education have a responsibility to ensure that the school meets the statutory requirements in relation to assessment and the setting of targets.

The Head Teacher should.

- Implement assessment for learning principles within the classroom.
- Enable students to develop the skills of self-assessment and where appropriate, peer assessment.
- Identify students in need of support and liaise with school team.
- Use an agreed range of assessment methods and techniques to gather information in line with policy.
- Current assessment tools include but are not limited to: GL, Access, Boxall, Thrive and BSquared
- Record significant progress.
- Review evidence and finalise assessment.
- Implement internal and external tests.
- Contribute to discussion on performance data.
- Report to parents/carers concerning student progress, attainment, and next steps.
- Ensure information is available for next teacher or next steps destination.

### 2.1 The Benefits to Assessment

- Improved focus on the quality of teaching and learning
- Greater clarity of Intent/ objectives and expectations in the classroom
- Clearer understanding of national standards
- Greater consistency and rigour in the assessment process
- Improved understanding among students of how they can learn and progress most effectively.
- Better appreciation among parents/carers of how they may support their children's learning.

## 2.2 The Aims of Assessment

Assessment has several distinct purposes:

- **Formative** this is the on-going process in which students' positive achievements can be recognised, discussed, and recorded.
- **Diagnostic** this form of assessment identifies learning difficulties which may be scrutinised and classified so that help and guidance can be provided.
- **Summative** provides a 'picture' of the overall achievement of a student at the end of a particular stage, phase, or year.
- **Evaluation** is a means by which some aspects of the curricular provisions of the school may be assessed. This process may result in the identification of any whole school needs whereby future targets can be set and built into the school's improvement plan.
- **Ipsative** this is the attempt to improve on a previous personal best and has no external reference points.

Assessment is a continuous process at this school, and we assess for different reasons:

- To identify specific learning or SEMH strengths and weaknesses
- To indicate the next step in the learning or SEMH process
- To provide a vehicle for feedback, diagnosis, and action
- To measure students' attainment against age related expectation attainment targets
- To measure attainment within a year group and/or against established criteria
- To highlight and record positive achievement.
- To encourage students to take ownership of their own learning and personal development through target setting and self-assessment.
- To help the teacher to evaluate and individualise the curriculum and teaching programme.
- To assist in the evaluation of the school curricula
- To inform parents/carers of their child's progress, attainment, and achievement
- To provide employers, Further Education institutions and other outside agencies with a full picture of students' attainment, skills, attributes, and achievements.

## 2.3 Assessment of Learning

Assessment of students' progress in a subject is fundamental to effective teaching. Assessment of learning tends to be summative and is carried out periodically.

- The results of GL assessments are reported in emerging developing and secure levels appropriate to age related expectations and emerging levels of E1 E2 E3 and levels 1-3 and on in functional skills and GCSE
- Access results will be graded in reading writing and spelling age.
- B Squared will record teacher led assessment of progression in all areas and record use of other assessment tools tailored to the style and SEMH needs of the child
- Boxall assessment and a social and emotional growth profile will record progress in specific SEMH areas

Assessment and progress may be set alongside national standards so that a student, parent, teacher, or school can evaluate their performance against that of others.

The following table summarises the summative and formative practices, which take place in this school.

<b>Summative Assessment (Measuring Attainment)</b>	<b>Formative Assessment (Enabling Achievement)</b>
Statutory tests	Clarifying learning objectives and success criteria at the planning stage
Non-statutory 'optional' tests	Sharing learning objectives and success criteria with students
External examinations	Appropriate and effective questioning
Deciding Teacher Assessment levels	Focusing oral and written feedback around the learning objective
Recall questions which establish current knowledge	Raising student efficacy
Any data about student performance	

Preferred Learning Styles of all Key Stage 3 students – VAK questionnaires	<a href="http://teachertools.londongt.org/index.php?page=VAK">http://teachertools.londongt.org/index.php?page=VAK</a>
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## 2.4 Learning Objectives

Learning objectives are usually seen in terms of skills, concepts, and knowledge. These are the learning objectives students need to learn for that lesson. The learning objective for that lesson must be appropriate and clear to enable the student to carry out the required learning effectively.

Sharing learning objectives with the students in a way they can understand should now be common practice. The objectives will outline the Intent for the lesson succinctly and clearly.

## 2.5 Success Criteria

It is important to help students to know and recognise the standards they are aiming for in set tasks.

## 2.6 Questioning

Thoughtful questioning promotes the active involvement of students in their own learning. Skilful questioning by teachers is key to enabling students to think further and independently.

## 2.7 Peer and Self-Assessment

Where student involvement is high there is maximum opportunity for learning to take place. When students are involved in the analysis and constructive criticism of their own work - reflection, pride, modification, and improvement become a natural part of the learning process.

Self-assessment is very powerful but to be successful students need to be fully supported to make constructive comments against criteria.

A student will recognise the Impact of their learning on skills.

Staff will meet at regular intervals to evaluate, monitor, and plan for individual pupils.

## 2.8 Providing Quality Feedback

There are three generally accepted ways of giving written feedback to students in schools:

- Marks/grades/points
- Comments
- Marks/grades/points and comments

Just giving marks/grades or points for every piece of work can lead to complacency or demoralisation on the part of the student. This is mainly since a mark/grade focuses on the level of their ability compared to their peers or standards. It compares a student with the norm or average for all students.

There is a place for this form of feedback, and it is generally carried out at the end of a unit, year, or phase of education although even when work is given a mark/grade and comment,

research suggests



Assessment, Planning, Recording & Reporting Policy and Procedure that students see only the former and not the latter. Work marked with only comments can increase the motivation and achievement of students.

It is therefore good practice to use marks, numbers, and grades where appropriate, but staff are also encouraged to use comment-only feedback as well. These should relate to attainment and effort, including how their work relates to past learning, progress made and how they can improve. Although this does not have to be done for every set piece of work, there must be evidence of diagnostic grading for each student.

It is more helpful for staff to.

- use comments that are constructive and
- include targets for improvement.
- comment on attainment and effort
- promote a dialogue between adults and students.

However, in formal assessment when there is a mark scheme marks/grade should be given to enable students to understand the criteria behind their award.

## 2.9 Starting Points

Effective feedback focuses on the lesson objectives. While presentation, quantity, grammar/spelling, and effort are all important, if references are made to these aspects only, the focus of the lesson has been marginalised.

- Suggestions for improvement must focus on how best to close the gap between current and desired performance.
- Give guidance about how to improve with specific strategies to apply that will move students on. Students must be given the opportunity for improvement to become embedded and applied in a different context.
- Aim to respond to written work during the lesson.

## 2.10 Oral Feedback

This is perhaps the most frequently used and interactive form of feedback in our school. It is used more readily in practical subjects and has a range of purposes, which include, appraising, seeking clarification, redirecting learning, and encouraging reflection. Rewards such as cool points can be given to recognise achievement and praise postcards with positive feedback can be sent home.

## 2.11 Marking Techniques

There are several techniques, which could be employed over a short period of time:

Acknowledgement Marking - Often only a tick/initial is appropriate to record achievement and it suggests that the main objective of the lesson was met.

Sampling - Over a period, say half a term, choose specific pieces of work for in-depth

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marking, self or peer assessment and random sampling.

Comment Only Feedback – Provide time for students to make improvements on their  
actual work after comment only feedback is given.

## 2.12 Review

This involves both the teacher and the student in reviewing and reflecting on assessment information.

The Head of Education is required to ensure that their staff are keeping a clear record of attainment awarded to students.

## 3. Baseline and Target Setting

All our students will complete a baseline assessment in Maths, English using malt and access or GL, if appropriate in key stage 2/3 and GL or other appropriate tool in key stage 3/4/5. This will give an accurate assessment points/level to inform baselines for progression and teacher's planning. This will ensure students are learning at the level in which they are capable. Each term, teachers will provide targets for all students. These are recorded on the Individual education plan and in the BSquared system Targets should be both realistic and aspirational. Progress towards these targets will be monitored by the Head Teacher and Head of Education and reported to parents or social workers each term. Teacher assessment is continuous and recorded in B Squared Assessments on GL will be completed to monitor progress and gaps in learning.

### 3.1 Formal Assessment – Examinations

Where appropriate, pupils at KS4 will sit their formal examination period in line with the local authority either in house or as an external candidate depending on the subject chosen.

Functional skills can be accessed during Key windows to suit the needs of the student

### 3.2 Formal Assessment – Class work

Formal assessment of students' class work will be based on the age-related expectations or social and emotional growth profile in KS3 and GCSE,

Functional skills, ASDAN and GCSE accreditation in KS4.

Initial baselines are set in each subject and continuously teacher assessed and recorded in B squared all subjects should show assessment of students to determine the progress made towards their accreditation. Using teacher assessment, BSquared and GL

For reporting purposes, each age level is further sub-divided into three levels, Emerging (E), Developing (D) and Secure (S)

At Field Gate School we have high aspirations for our students and would like to see 4 levels of progress per year. However, this will be dependent on the needs and abilities of our students, but we always aim high and aim to inspire high expectations.

The setting of targets alone does not raise standards. Teachers working with individual students raise standards. However, students need ownership of their targets and need to know that support is available to help them achieve them.

Targets are important for several reasons:

- a way of raising achievement levels for everyone.
- a way of monitoring progress, assessing, and recording achievement.
- a means of giving status to individual achievements and tasks.
- a way of recognising and enhancing learning preferences.
- a way of making learning student-centred.
- a way of allowing students to take responsibility for their learning.
- maintains a constant discussion about strengths and weakness.
- it can address aspects of motivation at a personal level.

To further analysis and tracking, these levels will be converted into average pointscores (APS) using the following adapted national scale:

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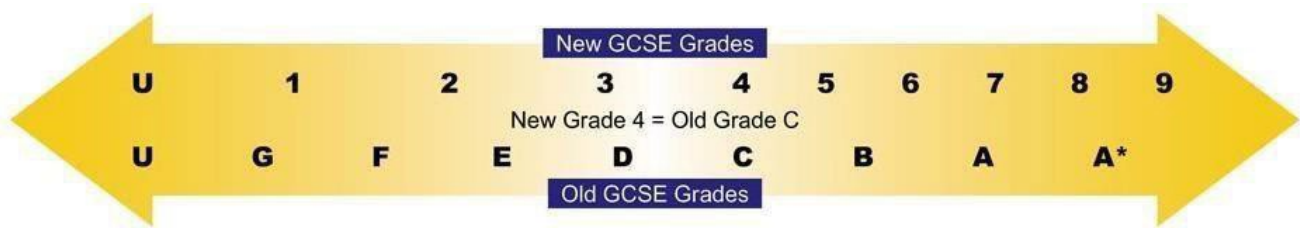
Level	APS	Age related Expectations Level	GCSE equivalent	Entry level
<b>P4</b>	<b>2</b>			
<b>P5</b>	<b>3</b>			
<b>P6</b>	<b>4</b>			
<b>P7</b>	<b>5</b>			
<b>P8</b>	<b>6</b>			
<b>1c</b>	<b>7</b>		<b>0 (equivalent to U)</b>	<b>E1</b>
<b>1b</b>	<b>9</b>			
<b>1a</b>	<b>11</b>	<b>End Yr 1</b>		
<b>2c</b>	<b>13</b>			<b>E2</b>
<b>2b</b>	<b>15</b>	<b>End Yr 2</b>	<b>1 (equivalent to G)</b>	
<b>2a</b>	<b>17</b>	<b>End Yr 3</b>		
<b>3c</b>	<b>18</b>			

<b>3b</b>	<b>19</b>	<b>End Yr 4</b>		<b>E3</b>
<b>3a</b>	<b>21</b>		<b>1.5 (equivalent to F)</b>	
<b>4c</b>	<b>23</b>	<b>End Yr 5</b>		
<b>4b</b>	<b>24</b>	<b>End Yr 6</b>		
<b>4a</b>	<b>25</b>			
<b>5c</b>	<b>27</b>	<b>End Yr 7</b>	<b>2 (equivalent to E)</b>	
<b>5b</b>	<b>29</b>			<b>L1</b>
<b>5a</b>	<b>31</b>	<b>End Yr 8</b>		

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<b>6c</b>	<b>33</b>		<b>3 (equivalent to D)</b>	
<b>6b</b>	<b>35</b>	<b>End Yr 9</b>		
<b>6a</b>	<b>37</b>			
<b>7c</b>	<b>39</b>		<b>4 (equivalent to C)</b>	<b>L2</b>
<b>7b</b>	<b>41</b>		<b>5 (equivalent to B/C)</b>	
<b>7a</b>	<b>43</b>	<b>End Yr 10</b>		
	<b>45</b>	<b>End Yr 11</b>	<b>6 (equivalent to A/B)</b>	
	<b>47</b>			

	<b>49</b>			
	<b>51</b>		<b>7 (equivalent to A)</b>	
	<b>53</b>			
	<b>55</b>			
	<b>57</b>		<b>8 (equivalent to A*)</b>	
	<b>58</b>		<b>9 (equivalent to &gt;A*)</b>	



#### 4. Recording and Reporting – Annual Reports to Parents/Carers/Carers Authorities

School reports are completed and distributed to students, families, and social workers each term.

Reporting must be accurate and realistic. It must always accentuate the positive, and progress made, whilst acknowledging that there may be areas that still need further attention.

##### 4.1 Recording

- Daily five minute lesson plans that will be included in the pupils books to show the teachers learning intentions.
- Adapted/ Scaffolded schemes of work
- B Squared targets
- EHCP targets – Assess, Plan, Do, Review
- Any evaluation that a teacher undertakes should be used to record unusual, exceptional, or surprising comments or actions made by the young person, using a purple pen.
- Annotation of work
- Short-term objectives.
- Individual Education Plans.
- End of placement reports.
- Reviews and reports of progress (Placement reviews, Interim reviews, Annual reviews and general reports)
- Any educational assessments undertaken by the teacher.
- Any Certificates awarded.
- AQA unit awards
- Formal exam results Functional skills/GCSE

- ASDAN modules
- Boxall assessment.



## 4.2 Marking and Feedback Guidance

We have a consistent approach to marking and feedback.

All pupils are entitled to regular and constructive feedback on their learning; therefore, all teaching staff will give feedback and mark work as an essential part of the assessment process.

### Aims:

We give feedback and mark pupils' work to:

- show pupils that we value their work and encourage them to do the same.
- boost self-esteem and aspirations through use of praise and encouragement
- Enable pupils to connect work completed with prior learning.
- give pupils specific information on the extent to which they have achieved the learning question and how to further improve their work.
- check whether pupils have achieved the learning question, identified misconceptions and use this information to inform future planning.
- share expectations.
- promote self-assessment – through modelling and questioning we support pupils in recognising their achievements and where they can make further improvements.
- to inform the individual tracking of progress Principles

Feedback and marking should be meaningful to pupils, teaching staff and parents.

- Oral feedback should be given during the lesson allowing pupils to think about their learning and make improvements to their work there and then. This is often the most appropriate form of feedback for our pupils.
- Lots of praise and encouragement will be given to pupils during activities and when activities have been completed. Cool Points will be awarded for exceptional effort or producing a good piece of work. Or a praise postcard sent home. For exceptional work, a Head Teachers award can be awarded. All are part of the FGS and 1ACE package Reward system.
- Celebration days at the end of the summer term share and recognise achievement in all areas

### **Field Gate School Marking and Feedback Policy**

Marking and feedback should enable all students to become successful and reflective learners. It provides them with positive and constructive comments on their successes and improvements needed to close the gap between their current and potential performance and achieving the expected accelerated progress.

**FGS** Marking and feedback should:

- Be manageable
- Be positive and motivate children to improve their learning
- Respond to individual learning needs
- Relate to learning objectives and success criteria
- Recognise success and achievement and give clear strategies for the next steps of learning
- Give time for children to respond to feedback and marking
- Whenever possible, work is marked by/with students.
- Specific time is planned for marking and feedback in lessons and for students to reflect on comments and respond to them.
- When appropriate, students review their individual target, displayed at the front of their book or folder.
- Teachers' comments focus primarily on the learning objective and success criteria.
- The successes are highlighted.

**After you have marked work:**

- Ensure it is clear to the pupil that their work has been marked and what is expected of them to do in response to the marking
- Consider how much lesson time you will need to allocate to improvements.
- Consider whether you need to change your planning to allow for misunderstandings.
- Consider whether you can make the next task more challenging. Marking guidance:
- Check that pupils are aware of the key words and that they are being used and spelt correctly.
- Check whether pupils have any further questions or whether you could ask any considering their work.

**Marking Codes**



In purple pen circle missed punctuation



In purple pen indicate with an S any work scribed or highly supported for the student.



In purple highlighter pen indicate age related Spelling mistakes, a maximum of 3 mistakes per piece of work.



In purple pen indicate with  any work that should be checked again by the student



Two stars and a wish using purple stampers always relating to the learning objective and using positive language.



**Two Stars & a Wish**

- ★ I really like the way you ...
- ★ I really like how you ...
- ★ I noticed you ...
- ★ My favourite part was when ...
- ★ I think the best thing about it was ...
- ★ It was interesting how you...
- ★ You grabbed my attention when ...
- ★ You should be proud of ...
- ★ If would be great if you...
- ★ I think you might want to ...
- ★ I would recommend it if you...
- ★ Next time maybe you could try ...
- ★ You can improve by...
- ★ It would be even better if you...








**Pupil Self-Assessment Opportunities**

After every piece of work pupils will be given the opportunity to evaluate their work and effort.

**GROW Time**

Allow weekly opportunities for pupils to have **GROW time**, Pupils to use green pen to comment on their work. **GROW time** is time to allow pupils to **GROW** in their knowledge, Understanding and skills. This can be related to the WALT and WILF or/and the marking codes.

- G- Guide
- R- Respond
- O- Observe
- W- Wonder

WALT:				DATE			
<b>My Effort ...</b> 		<b>The work was ...</b>  <p style="text-align: center;"> <span>Too challenging</span>    <span>Just right</span>    <span>Too easy</span> </p>			<b>I worked ...</b>  <p style="text-align: center;"> <span>Supported</span>    <span>Some support</span>    <span>Independently</span> </p>		
Pupil Comment: 							
Teacher Comment: 							
Achieved		Almost		Exceed		Refused	
<b>GROW Time:</b> 							

- In KS4, pupils will be made aware of the different qualifications they are working towards. Marking in KS4 may, where appropriate, link to examination levels e.g., E Entrylevels 1,2,3 L1/2/3 or GCSE
- All staff, parents and pupils will have the opportunity to be made aware of the marking policy and its purpose.

