



**Five
Rivers®**

**FIVE RIVERS
CHILDCARE LTD**

Assessment
Policy &
Procedure
-
Endeavour
House
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
Date of Original Issue	31/10/2018
Date of Last Review	15/11/2023
Date of Next Review	01/11/2024
Version	V6

© Five Rivers Child Care Limited [2022.], All Rights Reserved.

The content of this policy is protected by the copyright laws of England and Wales and by international laws and conventions. No content from this policy may be copied, reproduced or revised without the prior written consent of Five Rivers Child Care Limited. Copies of content may be saved and/or printed for use in relation to the business and affairs of the Company only.

Table of Contents

1. Assessment, Planning, Recording and Reporting Policy.....	2
1.1 Policy Statement	2
1.2 Terms and Definitions	2
1.3 Data Protection	3
1.4 Disclosure of Information.....	3
2. Assessment, Planning, Recording and Reporting Procedure	3
2.1 What is Assessment?	3
2.2 The Aims of Assessment	4
2.3 Assessment is a continuous process at EHS, and we assess for different reasons:	4
2.4 Assessment of Learning	4
2.5 Learning Objectives.....	5
2.6 Success Criteria	5
2.7 Questioning.....	5
2.8 Peer and Self-Assessment	5
2.9 Providing Quality Feedback.....	6
2.10 Oral feedback	6
2.11 Marking Techniques	6
2.12 Review.....	7
2.13 Baseline and Target Setting.....	7
2.14 Formal Assessment – Class work	7
2.15 Recording and Reporting – Annual Reports to Parents/Carers/Authorities	10
2.16 Recording	10
3. Roles and Responsibilities	11

1. Assessment, Planning, Recording and Reporting Policy

1.1 Policy Statement

1.1.1 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.

1.2 Terms and Definitions

1.2.1 The table below sets out a number of terms and definitions used within this document:

Term	Definition

1.3 Data Protection

1.3.1 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.

1.3.2 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

1.4.1 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 and Reporting Procedure

2.1 What is Assessment?

2.1.1 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. Assessments also provide information for teaching staff to identify areas for targeted interventions to assist the students in making the best progress that they can.

2.1.2 The benefits to assessment include:

- Improved focus on the quality of teaching and learning

- Greater clarity of 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 most effectively
- Better appreciation among parents/carers of how they may support their children's learning

2.2 The Aims of Assessment

2.2.1 Assessment has a number of 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.

2.3 Assessment is a continuous process at EHS, and we assess for different reasons:

- To identify specific learning strengths and weaknesses
- To indicate the next step in the learning process
- To provide a vehicle for feedback, diagnosis and action
- To measure students' attainment against National Curriculum 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 the teaching programme
- To assist in the evaluation of the school curriculum
- 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
- To identify areas of strength and need in specific areas of the student learning
- To identify the effectiveness of specific targeted interventions for individual students after deployment

2.4 Assessment of Learning

- ### 2.4.1 Assessment of students' progress in a subject is fundamental to effective teaching. Assessment of learning tends to be summative and is carried out periodically. Often the results of these assessments are reported in grades, levels or point scores and may even be

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

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

Summative Assessment (Measuring Attainment)	Formative Assessment (Enabling Achievement)
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	

2.5 Learning Objectives

2.5.1 Learning objectives are clearly defined and are measurable in terms of success criteria. The learning objectives should be clearly stated on planning and the pupils' work.

2.6 Success Criteria

2.6.1 It is important to help students to understand and recognise the standards they are aiming for in set tasks. Having clearly defined tasks and success criteria are key to this.

2.7 Questioning

2.7.1 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.

2.8 Peer and Self-Assessment

2.8.1 Where student involvement is high there is maximum opportunity for learning to take place.

2.8.2 When students are involved in the analysis and constructive criticism of their own work or that of their peers, reflection, pride, modification and improvement become a natural part of the learning process.

Self-assessment is also encouraged via methods such as dialogue in marking (verbal and student response reflected in comments/ marking) and self-reflection exercises such as reflective journals etc.

2.8.3 Staff meet at regular intervals to evaluate, monitor and plan for individual targets. Goals are set by relevant subject specialists in partnership with management and are entered onto individual books in order for the maximum impact on teaching practice, i.e. all staff are reminded of the targets for each student on a regular basis and as such are working towards the same goals.

2.9 Providing Quality Feedback

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

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

2.9.2 Marking should be part of a process of dialogue with the student that highlights their strengths and areas for improvement. All marking must be constructive and positive in tone. Students should be encouraged to look at the journey they need to take to academic improvement rather than define themselves in terms of academic levels.

2.9.3 It is good practice to use quantifiable marks, numbers and grades where appropriate, but staff are also encouraged to use comment-based feedback as well. It is helpful for staff to use comments that are constructive and to include targets for improvement that relate to attainment and effort. 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.

2.10 Oral feedback

2.10.1 This is one form of 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.

2.11 Marking Techniques

2.11.1 There are a number of 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 of time, for example, half a term, specific pieces of work are selected for in- depth marking, self- assessment and random sampling.
Comment Only Feedback – Time is provided for students to make improvements on their actual work after comment only feedback is given.

2.11.2 Marking is done, with red pen by the teacher and the pupil respond with green pen, for all pieces of work or groupings of work from each session. A marking feedback sheet should be used for each lesson. The student should be involved in dialogue in the process of marking work, where possible, to identify their successes and their next steps. If the student declines to contribute/ comment for these sections, teachers can write comments on these as they deem appropriate. Teachers will use the following symbols to represent the level of support given to the student in completing the piece of work: **I = independent work; S = with some support; S@= with support/copied**

2.11.3 Student targets are reflected in marking comments to promote whole school effort in working towards the specified goals that are set for the young person to aspire to.

2.12 Review

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

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

2.13 Baseline and Target Setting

2.13.1 Students will complete a baseline assessment in Literacy and Numeracy to identify learning gaps. Baseline assessments are also used for planning targeted interventions to raise the levels of literacy and numeracy amongst the students.

2.13.2 Students will be assessed in English, Maths using BSquared. This will give an accurate assessment to inform teachers' planning, to ensure students are learning at the appropriate level. Each term, teachers will provide targets for all students. Targets should be both realistic and aspirational. Progress towards these targets will be monitored by the Headteacher and the Head of Education and reported to parents or social workers each term.

2.13.3 At PEP meetings teachers provide targets for all students which are worked towards by all staff in collaboration. Targets set are realistic, aspirational and should be SMART. Progress towards these targets will be monitored by the Head of Education and reported to parents or social workers at each PEP meeting and at each full termly report. Targets are reflected in marking.

2.13.4 Teaching staff use the data gathered from assessments to plan targeted interventions to assist the student attainment in areas that they are less secure. These are planned in an interventions spreadsheet and are time constrained for review of effectiveness by the staff member planning the interventions. If the intervention is deemed to have been fully effective it will be considered successful. In other instances where the intervention has not been fully effective, the intervention can be continued, modified or replaced with another strategy.

2.14 Formal Assessment – Class work

2.14.1 Formal assessment of students' class work will be based on the descriptors with the assessment tool (BSquared) and linked to the National Curriculum. At the end of every term,

students are formally assessed in Maths and English to determine the progress made during the half term.

- 2.14.2 At EHS, we aim for children to achieve as much as possible with the aim to close the gap between their achievement and national expectation through the volume of work conducted on a weekly basis. However, this will be dependent upon the needs and the abilities of our students.
- 2.14.3 For reporting purposes, each student will be assessed on a daily basis, according to what they achieve within certain lesson objectives set across the curriculum. From each lesson objective set, the overall effort made will then be recorded in conjunction with the 'BSquared Assessment Descriptors' (see 'Table 1 - The Achievement Descriptors below'), and this is then weighted towards their overall points of progression.

Table 1 - The Achievement Descriptors

Encounter
Engagement
Gaining skills & understanding
Mastered

See BSquared Framework Comparison Chart below.

B Squared Framework Comparison Chart

STATUTORY FRAMEWORKS		B SQUARED ASSESSMENT FRAMEWORKS									
P Levels and NC Levels	Pre-Key Stage Standards	Early Steps	Engagement Steps	Progression Steps	Primary Steps	Steps4Life	Autism Progress	Broad Areas of Need			
NC 7				Progression Step 10				Level 16 (13–15 yrs)			
NC 6				Progression Step 9	Greater Depth & Breadth		Level 2 Level 17	Level 15 (11–13 yrs)			
NC 5							Level 16				
NC 4				Progression Step 8	Year 6	Level 1	Level 15	Level 14 (9–11 yrs)			
NC 3					Year 5						
				Progression Step 7	Year 4	Entry 3	Level 14	Level 13 (7–9 yrs)			
NC 2	NC 2a NC 2b NC 2c	Standard 6		Progression Step 6	Year 3						
			NC 1	NC 1a	Standard 5	Exc. ELG	Progression Step 5	Year 2	Entry 2	Level 13	Level 12 (6–7 yrs)
							Progression Step 4	Year 1	Entry 1	Level 12	Level 11 (5–6 yrs)
	NC 1b NC 1c	Standard 4 Standard 3	ELG	Progression Step 3	Progression Step 3			Level 11	Level 10 (4–5 yrs)		
P8			40–60 months			Step 7	Level 11	Level 10 (4–5 yrs)			
P7	Standard 2		30–50 months	Progression Step 2	Progression Step 2		Level 10	Level 9 (3–4 yrs)			
P6	Standard 1		22–36 months	Engagement Step 6		Step 6	Level 9	Level 8 (2½–3 yrs)			
P5		16–26 months		Progression Step 1	Progression Step 1		Level 8	Level 7 (2–2½ yrs)			
P4		8–20 months	Engagement Step 5				Step 5	Level 7	Level 6 (18–24 mnths)		
P3(ii)			0–11 months	Engagement Step 4			Level 6	Level 5 (12–18 mnths)			
P3(i)				Engagement Step 3			Level 5	Level 4 (9–12 mnths)			
P2(ii)				Engagement Step 2			Step 4	Level 4	Level 3 (6–9 mnths)		
P2(i)						Step 3	Level 3	Level 2 (3–6 mnths)			
P1(iii)						Step 2	Level 2	Level 1 (0–3 mnths)			

2.14.4 Progress made by students is expected to be strong and sustained and expectations are high. However, a student's progress may be impacted by factors such as SEN, poor attendance and behaviour. Information regarding this is available in their records.

2.14.5 The underlying standard of teaching at the provision must be high by default. Teachers and teaching assistants will all participate in well-coordinated interventions on a highly individualised basis for each student to help them make as much progress as possible. However, students are expected to take ownership of their education and be active participants in the process of improvement.

2.14.6 Targets are important for a number of reasons:

- a way of raising achievement levels for each individual
- 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

2.15 Recording and Reporting – Annual Reports to Parents/Carers/Authorities

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

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

2.16 Recording

2.16.1 We record progress through:

- BSquared
- Learning Ladders
- Pupil Profiles
- Annotation of work
- Short-term objectives
- Academic Reviews and reports of progress (Placement reviews, Interim reviews, Annual reviews, and general reports)
- Termly reports
- Any educational assessments undertaken by the teacher
- Any Certificates awarded.

3. Roles and Responsibilities

Head of Education

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

Head Teacher

Implement assessment for learning principles within the classroom
Enable students to develop the skills of self and peer-assessment
Identify students in need of support and liaise with the Head of Education
Use agreed range of assessment methods and techniques to gather information in line with policy
Record significant progress
Review evidence and finalise TA
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 school

