



**Five
Rivers®**

**FIVE RIVERS
CHILD CARE LTD**

Assessment,
Planning,
Recording &
Reporting Policy
& Procedure –
Willow View
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 a number of 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
- Enable students to develop the skills of self-assessment and where appropriate, peer assessment
- Identify students in need of support and liaise with other professionals
- 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 BSquared and SEMH Tracker within the pupil profile as well as baseline assessment tools
- Record significant progress
- Record small steps of progress, including social and emotional, where possible
- Review evidence and finalise assessment
- Implement internal and external tests, if appropriate
- 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
- 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 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 and has no external reference points.

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

- To identify specific learning or SEMH strengths and areas for development
- 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 National Curriculum 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.

- BSquared will record teacher led assessment of progression in all areas of the curriculum. This will be reported half termly.
- The SEMH tracker will measure the child's social, emotional and mental health strengths and areas for development. This shows progress within a range of areas.
- Baseline assessments will give teaching staff an idea of the level the pupil is working to ensure that any work set is pitched at the correct level.

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

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	http://teachertools.londongt.org/index.php?page=VAK

2.4 Learning Objectives

Learning objectives are set in terms of skills, concepts and knowledge. These are the learning objectives students need to learn for that lesson. The learning objective must be appropriate and clear in order 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. Learning objectives should be child friendly and appropriate to their developmental levels to aid improvement.

2.5 Success Criteria

It is important to help students to know and recognise the standards they are aiming for in set tasks. This can be a visual checklist of success criteria that they are able to use, a conversation, scaffolding during the lesson and a progression of skills from one lesson to the next, allowing time to build on, and consolidate newly learnt skills.

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. Questioning can also help to check the students understanding and identify areas for challenge/further development.

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 powerful but to be really successful students need to be fully supported to make constructive comments against criteria. A student will recognise the impact of their learning through the skills learnt and their next steps for progression.

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

2.8 Providing Quality Feedback

At Willow View School, feedback may be delivered to students in several ways, including:

- Marks
- Grades
- Points
- Comments
- Verbally

Where possible, grades, points and marks should be avoided. This is due to the comparison the student may make with themselves and others at a similar age. The students at Willow View School have experienced a range of difficulties in school and some have had significant periods with no schooling, therefore they are often considerable behind their age-related expectations.

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 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. A simplified way of this would be two stars

and a wish: two things they have done well and one thing they could improve on. Feedback should also be given on an individualised basis so what works for one student may not work for another, therefore, teachers should adapt their methods of giving feedback according to the student they are working with.

It is more helpful for staff to:

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

However, informal 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 main 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 at Willow View 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. Using oral feedback can help to build on self-esteem and help to reduce the barriers they have when their work and efforts are critiqued.

2.11 Marking Techniques

There are a number of techniques, which could be employed over a short period of time (see the Marking Policy for more details 3.4):

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

When starting at Willow View School, students will take part project-based work around their needs and interests. This will allow the student to get to know the staff and for the staff to get to know the student and build relationships. Throughout this project there will be multiple opportunities for baseline assessment, which will be discrete, so the student does not feel like they are being tested. Students at Willow View School have experienced negative school experiences, therefore formally testing them on entry would be detrimental. Baseline assessing through this project will be fun and staff are able to get an idea of their reading level, writing skills as well as their mathematical abilities. This will help to inform the teachers planning for the following half term. Students' will also be assessed using B Squared, Evisense and the SEMH tracker to identify gaps to help them develop further. Each half term, teachers will provide targets for all students. Targets should be both realistic and aspirational. Progress towards these targets will be monitored by the Head Teacher/Head of Education and reported to parents/carers/social workers each term. Teacher assessment is continuous and recorded on B Squared to identify 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 exam boards, either in house or as an external candidate depending on the subject chosen.

3.2 Formal Assessment – Class work

Formal assessment of students' class work will be based on the National Curriculum in KS1, 2 and 3 and GCSE (KS4), Functional Skills and ASDAN accreditation in school. Some pupils may be working significantly lower; therefore their work will be set according to their level and developmental age.

At an interval of at least once every term, subjects should assess students to determine the progress that they have made. Assessment should be recorded on B Squared and also using the SEMH tracker.

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

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

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- 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

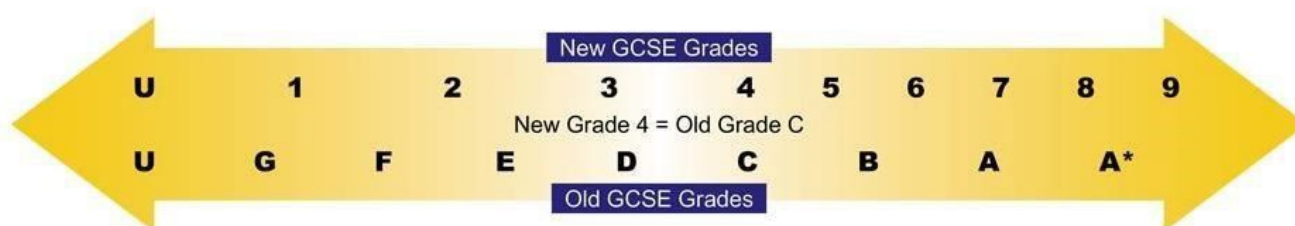
For the purpose of further analysis, tracking and to compare, average point scores (APS) display age related expectations according to the national scale:

Level	APS	Age Related Expectations Level	GCSE equivalent	Entry level
P4	2			
P5	3			
P6	4			
P7	5			
P8	6			
1c	7		0 (equivalent to U)	E1
1b	9			
1a	11	End Yr 1		
2c	13			E2
2b	15	End Yr 2	1 (equivalent to G)	
2a	17	End Yr 3		
3c	18			
3b	19	End Yr 4		E3
3a	21		1.5 (equivalent to F)	
4c	23	End Yr 5		
4b	24	End Yr 6		
4a	25			

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5c	27	End Yr 7	2 (equivalent to E)	
5b	29			L1
5a	31	End Yr 8		
6c	33		3 (equivalent to D)	
6b	35	End Yr 9		
6a	37			
7c	39		4 (equivalent to C)	L2
7b	41		5 (equivalent to B/C)	
7a	43	End Yr 10		
	45	End Yr 11	6 (equivalent to A/B)	
	47			

	49			
	51		7 (equivalent to A)	
	53			
	55			
	57		8 (equivalent to A*)	
	58		9 (equivalent to >A*)	



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 should always accentuate the positive, and progress made, whilst acknowledging that there may be areas that still need further attention.

3.3 Recording

- Teacher planning.
- BSqaured and Evisense data.
- Any evaluation that a teacher undertakes should be used to record unusual, exceptional, or surprising comments or actions made by the young person.
- 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.
- ASDAN modules.
- SEMH tracker, progress and areas for development

3.4 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 in order 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, identify 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


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. Points will be awarded for exceptional effort or producing a good piece of work. Praise postcards can be sent home and positive phone calls can also be made. For exceptional work, a head Teachers award can be given. All are part of the Willow View School positive behaviour and reward system.
- The name, date and the learning objectives will be written on every piece of work either by the pupil or member of teaching staff.
- Marking should be done either in the lesson with the pupil or as soon after the lesson as possible. Pupils will be given time to look at their marked work and reflect upon their learning and identify what they could do to improve their work. When appropriate, pupils will be given time to make further improvements/complete corrections.
- Pupils will think about their learning and self-assess in lessons using a variety of strategies, including AfL strategies – smiley face fans/traffic lights/thumbs up, tick marks etc.
- Where appropriate (depending on the ability of the pupils and the nature of the activity) pupils will be encouraged to mark their own work engaging them in the assessment process. Work must still be marked by teaching staff (this could just be a symbol or staff initials).

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- Work will be marked in relation to the learning objective and when appropriate, list the pupil's own I.E.P. target.
- Some work will be quality marked in detail by teaching staff e.g. What Went Well and Even Better If to give the student balanced feedback.
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 Entry levels 1,2,3 L1/2/3 or GCSE.
- All staff, parents and pupils will be made aware of the marking code and its purpose.

Below is the Willow View School marking code to ensure that staff are working consistently and so that the students are familiar with the marking code too. This will help the students if there is a change of staff too as the marking should be consistent.

		
Symbol	Example	What to do next
VF		Verbal feedback provided by your teacher.
SP _____		This word is spelled incorrectly, please give it another go.
P		Check your punctuation , is it missing, or do you need to correct it?
○		This word is missing a capital letter , please try again.
⋈		Please check your grammar and try again.
_____		This doesn't quite make sense , try to read it out loud to check. You may need to add a missing word .
//		You have made a new important point, but this would read better in a new paragraph .



I

Completed Independently



S

Successful with support



Sc

Scribed for the young person

Use marking slips for:

WWW What went well?

EVB Even Better if...



Marking



Corrections