

**Five
Rivers**[®]**FIVE RIVERS
CHILD CARE LTD**

Virtual Assessment, Planning, Recording & Reporting Policy & Procedure

'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.'

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1. Assessment, Planning, Recording & Reporting Policy

1.1 Policy Statement

The assessment of pupil 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 pupils needs and progress. It will provide information and evidence of attainment for recording purposes and for reporting to pupils', parents/carers and relevant professionals. The pupil 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 pupils' attitudes, motivation, achievement and self-esteem.

1.1 Terms and Definitions

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

Term	Definition

1.2 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.

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

The Headteacher should:

- Implement assessment for learning principles in all lessons.
- Enable pupils to develop the skills of self-assessment and where appropriate, peer assessment.
- Identify pupils in need of support and liaise with the online 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: Hodder, Thrive, and Century.
- Record all progress.
- Review evidence and finalise assessment.
- Implement internal and external tests.
 - Contribute to discussion on performance data.
 - Report to relevant parties, pupil progress, attainment and next steps.
- Ensure information is available for transition purposes 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 lessons.
- Clearer understanding of national standards.
- Greater consistency and rigour in the assessment process.
- Improved understanding among pupils of what they need to do to make progress.
- 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 form of assessment informs learning and enables the teaching to focus on areas of learning to promote and maximise pupils' progress.
- **Diagnostic** - This form of assessment identifies learning barriers and difficulties that the pupil may experience so that targeted support and guidance can be provided.
- **Summative** - A statement of the of the progress and achievements of a pupil at the end of a particular stage, phase or year.
- **Evaluation** – A means by which some aspects of the curricular provisions of the online 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 FRVE, 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 pupils' attainment against age related expectation targets
- To measure attainment within a year group and/or against established criteria
- To highlight and record positive achievement.
- To encourage pupils 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 online school curricula
- To inform parents/Social workers/commissioning bodies of the child's progress, attainment and achievement
- To provide employers, Further Education institutions and other outside agencies with a full picture of pupils' attainment, skills, attributes and achievements

2.3 Assessment of Learning

Assessment of pupils' progress in a subject is fundamental to effective teaching. FRVE assessment is recorded in line with the National Curriculum guidelines.

KS1-3 Subject Assessment

All subjects will be recorded using the key stage assessment criteria listed below.

EMERGING	DEVELOPING	ACHIEVING	EXCEEDING
Students will be working below age-related level. Understanding of the content and work produced will be of a basic level.	Students will show some understanding of age-related content and be able to produce some work at age-related level.	Students will understand age-related content and be able to produce work at an age-related level.	Students will understand more complex age-related and above content and be able to produce work above age-related level.

KS4 Subject Assessment

- All KS4 assessments will be recorded in the subject qualification grades identified in the relevant programme of study, such as, GCSE grades and Functional Skills levels etc.
- We will report KS4 progress using national examination grades sub-levels; minus, equals and plus.
Minus: Approaching.
Equals: Secure.
Plus: Working above.
 For example – **Functional Skills** - Level 1-, Level 1=, Level 1+ and **GCSE** – Grade 6-, Grade 6=, Grade 6+

Age Related Assessment

All KS1 to KS4 pupils' progress is assessed in addition to the age-related baseline assessments and progress checks in mathematics and reading which each learner undertakes.

Please see section 3.1 Baseline Assessments for more details.

SRT Reading Tests

FRVE teachers may use Salford Reading Tests or similar verified assessment tools to assess a pupil reading.

Thrive Assessments

FRVE has dedicated Thrive practitioners qualified to assess pupils' social and emotional progress in specific SEMH areas.

SNAP Assessments

FRVE teachers may use the SNAP assessment to help inform their practice for SPLD, behaviour and dyscalculia.

2.4 Learning Objectives

All Five Rivers Virtual Education lessons begin with a learning objective, that is understood by, and agreed with the pupil at the beginning of the lesson. It is important for a learning objective to be written in a way that the pupil can understand. This allows the pupil to take ownership and have a level of control over their learning. A learning objective is a statement of aspirational but achievable learning intent for the pupil.

2.5 Success Criteria

It is important to allow the pupil to revisit the objective at the end of the learning to evidence and measure their achievement of the learning objective.

2.6 Questioning for Learning












Thoughtful questioning promotes the engagement of pupils in their own learning. Skillful questioning by teachers is key to enabling pupils to think further and independently. Teachers are always encouraged to use questioning to assess learning.

2.7 Self-Assessment and Evaluation

Where pupil involvement is high there is maximum opportunity for learning to take place. When pupils are involved in the analysis and constructive criticism of their own work - reflection, evaluation and next steps become a natural part of the learning process.

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

Teachers will also support their pupils to complete a self-assessment and evaluation at the end of each lesson.

Date			
My effort			
	Bronze	Silver	Gold
The work was			
	Too easy	Just right	Challenging
I completed my work			
	With a lot of help	With a little help	Independently
Your comments			
			
			

2.8 Providing Formative Feedback

At Five Rivers Virtual Education:

- All feedback is required to be formative.
- All feedback is required to be a positive experience for every pupil.
- A grade or score is only given if informative, and delivered in a positive and supportive manner, and is never given in isolation.
- Opportunity is given to the pupil to evaluate and discuss their feedback.
- Pupils are never compared to their peers or age-related cohort.

In formal assessment when there is a mark scheme, marks/grades should be given to enable pupils 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 targets and strategies that will promote pupils progress. Pupils must be given the opportunity for improvement to become embedded and applied in a different context.

2.10 Verbal Feedback

This is perhaps the most frequently used and interactive form of feedback. It is used more readily in all subjects and has a range of purposes, which include appraising, seeking clarification, redirecting learning and encouraging reflection. Rewards such as learning certificates are given to pupils to recognise achievement, effort and progress.

2.11 Formative Marking

Five Rivers Virtual Education's formative marking criteria is designed to support the pupils spelling, punctuation and grammar targets.

All written work is required to be marked using the SPaG criteria outlined below, in addition to positive strengths and next steps comments outlines in the Five Rivers Virtual Education lesson evaluation.

Aim to respond to written work during the lesson, if not, it is a requirement to mark and return work to the pupil within 24 hours of receipt.

 SPELLING AND GRAMMAR TARGETS		
SYMBOL	EXAMPLE	WHAT YOU NEED TO DO
	I will helpe you.	Please spell this word correctly
P	I will help you P	Please add or use the correct punctuation
	i will help you.	Please use capital letters
_____ ?	I will you help. ? _____	Please carefully read through your work to check it makes sense
I	<i>You should start a new paragraph when you begin a new idea or point.</i>	Please start a new paragraph
	I will hat you.	Please be careful as you have used the wrong word
	I will △ you.	Please check as you have missed a word out
MARKING 		 CORRECTIONS

2.12 Reviewing Progress

This involves both the teacher and the pupil 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 pupils.

3. Baseline Assessments

KS1-4 Mathematics and Reading Baseline Assessments

- All pupils will receive an age-related mathematics and reading baseline assessments when starting at Five Rivers Virtual Education to enable teachers to plan and prepare accessible learning for their pupils.
- This will be documented on the pupils' progress report together with the relevant assessment/grade for their age, if required.
- Upon finishing their tuition with Five Rivers Virtual Education, pupils will complete age related progress checks in Mathematics and reading to support their progress and inform the pupils' next steps or education provision.

3.1 Formal Assessment – Examinations

Where appropriate, pupils can sit their Functional Skills examinations as Five Rivers Virtual Education is a registered online examination centre.

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

School reports are completed and distributed to pupils, families and related professionals each term or at the end of the pupil's placement, whatever is the sooner.

Reporting must be accurate, formative 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

Pupils' online learning and progress is recorded in a number of ways at Five Rivers Virtual Education.

This can include:

- Pupils' individual Curriculum Plans
- Schemes of Work
- Progress Reports
- Progress Tracker
- Pupils' individual work folders
- Baseline Assessments
- Progress Checks
- Teacher Assessments
- Awarded Certificates
- Inhouse summative assessments and mock examinations
- Functional skills certification
- Thrive assessments
- SNAP Assessments