



FIVE RIVERS CHILD CARE LTD

Assessment, Planning, Recording & Reporting Policy & Procedure – Park House

'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

It is a criminal offence for a person to knowingly or recklessly sell, disclose or retain personal information outside of the Five Rivers Group under section 170 DPA 2018 without a legitimate purpose and legal basis. The Five Rivers Group considers these actions unauthorised and will take all necessary action to ensure personal data is not disclosed, retained or sold without a valid legal reason including referral to the criminal investigations team of the information commissioner's office (CRIT ICO).

2. Assessment, Planning, Recording & Reporting Procedure

The Head Teacher, Deputy Headteacher 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 Headteacher /Deputy Headteacher 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, Salford Schonell, 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 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 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 the assessments are reported in levels and used to record small amounts of progress on the B squared system
- The results of 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
- Schonell results can be graded in reading writing and spelling age.
- Salford and Hodder (Access) reading assessments completed termly.

- 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
- Thrive assessment and a social and emotional growth profile will record progress in specific SEMH areas termly

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.

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

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 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.

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 really 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
- Verbal
- 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 due to the fact that 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 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 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 Verbal 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 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, 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

All our students will complete a baseline assessment in Maths, English if appropriate using Salford, Access or B squared . If appropriate in key stage 2/3 and Century Tech or other appropriate tools 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 SMART targets will be monitored by the Headteacher / Deputy head, Head of Education and reported to parents or social workers each term. Teacher assessment is continuous and recorded in B Squared.

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 Park House 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 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.
- 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.

3.3 Recording

- Daily lesson plans.
- Weekly teaching plans / schemes of work
- B Squared targets
- Evisense photographic evidence
- 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
 - BAGA awards
 - Formal exam results Functional skills/GCSE
 - ASDAN modules
 - Thrive assessment.

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.
- to inform the individual tracking of progress Principles

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

- Verbal 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 Headteachers award can be awarded. All are part of the 1ACE package Reward system.
- Celebration days at the end of the summer term share and recognise achievement in all areas
- 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 all lessons, using a variety of strategies, including AfL strategies – smiley face fans/traffic lights/thumbs up, tick marks etc.
- Plenary tasks will give opportunities for challenge and problem solving.
- 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 – see marking code)
- Work will be marked in relation to the learning objective appropriate the pupil's own I.E.P. target, progression steps and sequencing.
- Marking will not solely focus on secretarial errors.
- 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 have the opportunity to be made aware of the marking policy and its purpose.
- Students will be encouraged to work in exercise books which will show the learning journey, progression and sequencing of curriculum.
- Marking stickers and front-page overview table will be used to support independence of learning and highlight student's progress in that particular topic/objective.

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

- School reports are completed and distributed to students, families and social workers. The format may be a meeting, a progress report or a full report as shown below.

2025-26	KS 4 Report Type	KS 2/3 Report Type
Autumn Term	Parents/Carers meeting	Progress Report
Spring Term	Full report	Parents/Carers Meeting
Summer Term	Progress Report	Full Report

- 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.

Independent Codes for Progression

Retrieval Practice	<i>Work that focusses on prior learning that is relevant to new learning</i>	RP
Worked Example	<i>Teacher demonstrates strategies for answering the question, perhaps a number of times</i>	WE
Guided Practice	Multiple opportunities are provided for pupils to practice and support is gradually removed as pupils take on more responsibility	GP
Prompts/Self-scaffolded	<i>Verbal or non-verbal to help student progress through the question. Eg do we need a number line? /Pupil asks for appropriate support</i>	P/SS
Independent	<i>Problem – read, understood and completed independently</i>	I
Evidence seen:	<i>Written work /verbal communication</i>	WW/VC

Stickers

Date marked and signature		
Topic progress	code	Evidence WW/VC
	RP	
	WE	
	GP	
	P/SS	
	I	
Task Complete or next step		

SUBJECT	Week1	Week 2: Start:	Week3: Start:	Week 4: Start:	Week 5: Start:	Week 6: Start:
	Learning Objective	LO:	LO:	LO:	LO:	LO:
Achieved						
Partially Achieved						
Comments						