'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'

Assessment, Planning, Recording & Reporting Policy & Procedure

Fieldgate School

Policy Owner	Headteacher
Authoriser	Head of Education
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1. 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's evaluation. Effective assessments 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
Nil	

1.3 Data Protection

The Five Rivers Group supports the objectives of the United Kingdom General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA 2018) and other legislation relating to Data Processing, including the Human Rights Act 1998, the Safeguarding of Vulnerable Groups Act 2006 and the regulations that underpin our services. The Five Rivers Group has a statutory obligation to process personal data in accordance with the provisions of the United Kingdom General Data Protection Regulation (UKGDPR) and the Data Protection Act 2018.

Every member of The Five Rivers Group has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the United Kingdom General Data Protection Regulation (UKGDPR), the Data Protection Act 2018, the Five Rivers Group Data Protection Policy and The Five Rivers Group Data Retention 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 Policy

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: Readiness for Reintegration Scale (RRS), Boost Insights: Access Mathematics Tests and Access Reading Tests, and Teacher baseline assessments.
- 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

i. Improved focus on the quality of teaching and learning

ii. Greater clarity of Intent/ objectives and expectations in the classroom

iii. Clearer understanding of national standards

iv. Greater consistency and rigour in the assessment process

v. Improved understanding among students of how they can learn and progress most effectively.

vi. 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's needs whereby future targets can be set and built into the school's improvement plan.
- **Ipsative** this is an 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 again stage 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 programmes.
- 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.

- *Hot and Cold Baseline assessments are used to track progress made each term/ half term within core subjects (including reading, writing, spelling, numeracy and science) through the exposure of the same piece of assessment at the beginning and the end of each term/half term (assessments are resourced directly from schemes of learning pupils are following within that subject or following national curriculum marking frames).*
- *Boost Insights reading and mathematics assessment results will be used as a baseline in reading and Numeracy for some pupils*
- *Teacher assessments will be tracked and recorded to improve 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*
- *Readiness for Reintegration Scale assessment and a social and emotional growth profile will record progress in specific SEMH areas*
- *The therapist onsite gives time for all pupils to have formulation assessments three times a year to indicate interventions needed for SEMH*

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)**
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 and outcomes

Learning objectives are usually seen in terms of skills, concepts, and knowledge. These are the overall learning objective students need to learn for that lesson and the specific skill outcomes they are aiming to achieve. The learning objective for that lesson must be appropriate and clear to ensure the students can identify the overall intent of learning in that lesson.

Sharing learning outcomes using clear, appropriate language so they can understand should now be common practice. The outcomes should also be used to assess learning within each lesson.

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. Skillful 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/ages
- Comments
- Marks/grades/ages 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 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 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.

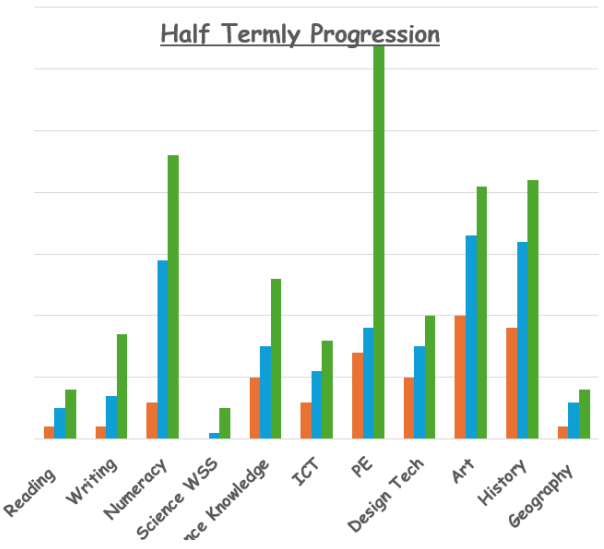
The Head of Education is required to ensure that their staff are keeping a clear record of attainment awarded to students.

3. Baseline and Target Setting

All our students will complete a baseline assessment in Maths, English and Science using end of unit assessments, if appropriate. This will provide accurate basline points/working at ages to better inform planning. This will ensure students are learning at the level at which they are capable. Each term, teachers will provide targets for all students. These are recorded on the Individual education plan 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 on a tracker through the Arbor MIS which will be completed to monitor progress and gaps in learning.

Field Gate School Have created its own progress tracking system called Stand Tall Skills and progress tracker. This tracking system is mainly skills based with an element of knowledge. This allows our curriculum to be child centered allowing teachers to use hooks to engage the pupils on a more personal level. Although the skills tracker is based on the national curriculum levels the pupils may not be following the year group for their chronological age. This allows for a personalised learning experience, allowing teachers to ensure skills are mastered and that pupils have no gaps within their learning. Tracking the skills mastered across the curriculum allows us to set achievable meaningful targets which we call PLODS- Possible lines of development, The reason we call them PLODS is that the work targets is a trigger word to some of our pupils they see it as something they haven't previously been able to meet.

Subject	Skills per year/KS group	Good Progress per Year 80%	Average Progress per 50%	Good Progress per half term	Average progress per half term	Autumn 1	Autumn 2	Spring 1	Summer 1	Current	Current term difference +/-
Reading	27	21.6	13.5	3.6	2.25	2	5	8	13	13	8
Writing	75	60	37.5	10	6.25	2	7	17	23	23	16
Numeracy	69	55.2	34.5	9.2	5.75	6	29	46	52	52	23
Science WSS	24	9.6	6	1.6	1	0	1	5	13	13	12
Science Knowledge	51	20.4	12.75	3.4	2.125	10	15	26	44	44	29
ICT	36	14.4	9	2.4	1.5	6	11	16	29	29	18
PE	58.5	23.4	14.625	3.9	2.4375	14	18	64	67	67	49
Design Tech	48	19.2	12	3.2	2	10	15	20	34	34	19
Art	51	20.4	12.75	3.4	2.125	20	33	41	55	55	22
History	94.5	37.8	23.625	6.3	3.9375	18	32	42	72	72	40
Geography	30	12	7.5	2	1.25	2	6	8	15	15	7



3.1 Formal Assessment – Examinations

Where appropriate, pupils 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, Arts Award, BTEC, unit award and GCSE accreditation.

Initial baselines are set in each subject and continuously teacher assessed and recorded on Arbor all subjects should show assessment of students to determine the progress made using teacher assessments and unit tests.

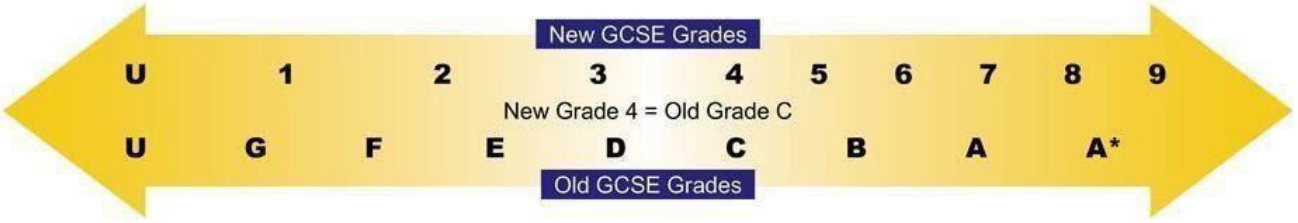
At Field Gate School we have high aspirations for our students and would like to see good levels of progress per year. However, this will be dependent on the needs and abilities of our students, but we always aim high and aim to inspire high expectations.

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-centered.
- 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.



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

- Personal lesson plans that will be included in the pupils books to show the teachers learning intentions and also to identify any gaps in learning if attendance is an issue
- Adapted/ Scaffolded schemes of work
- PLOS 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 them 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
- 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., 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.