

Inspire - Enable - Achieve



Booker Park Assessment, Recording and Reporting Policy

Revised May 2021

This policy was adopted on

May 2021

The policy is to be reviewed by

May 2022

Assessment, Recording and Reporting Policy Booker Park School

At Booker Park the curriculum takes a holistic approach to developing independent learners.

Assessment is carried out across the whole day on a pupil by pupil basis. It is an essential part of the role of the whole staff team as it informs all the teaching, learning and interactions that are carried out over the school day.

Assessment enables teachers to know about each student's skills, knowledge and understanding to be able to help identify next steps to help them to progress. It also allows teachers to adapt the curriculum accordingly. It allows for the identification of gaps in learning, so timely intervention can be put into place.

Assessment for Learning

Assessment for learning takes place in both during and after lessons to evaluate the progress the pupil made within the session and to inform future planning. Within lessons it is used to provide additional challenge, or to provide additional scaffolding in order to extend or support learning. Marking, feedback and observations are used to support this process.

Summative Assessment

Summative assessment is carried out twice a year at Pupil Progress Meetings. Judgements on progress are made against the short term (one year) outcomes that are set from the long term outcomes on each child's EHCP (their Individual Learning Plan – ILP).

The judgements are:

The child is on track to achieve their outcome

Further action is needed to ensure the outcome is met

There is a risk that the target will not be met

Progress towards outcomes is monitored by both teachers and Senior Leaders. As part of this monitoring process, patterns or concerns may be raised, which may include the identification of pupils who are at risk of not achieving their outcome, patterns of groups of pupils not achieving their outcomes or patterns of groups of children who have achieved their outcomes within a short time frame.

Pupil progress meetings are held twice a year, where teachers and Senior Leaders meet together to discuss the progress of the pupils in their class. Actions will be agreed where there are pupils whose progress is of concern, in order to provide a timely intervention. These actions may include additional support for pupils and/or targeted CPD/support for teachers.

End of Key Stage assessment data is provided to the DfE, which is used to provide national comparative data for Governors, OFSTED, the Local Authority and parents.

Summative data is shared with teachers, the Senior Leadership Team and Governors.

Recording

Throughout the school day teachers and other class staff capture children's learning on Evidence for Learning, an iPad app which allows observations to be made, and then linked to the curriculum frameworks and ILPs.

Teachers use the 'assessment book' feature within the app to ensure that they are facilitating learning towards the ILP outcomes, and at Pupil Progress meetings the same feature is used to record whether the child's learning is 'emerging, developing or secure'. This is then compared to previous records in order to make a judgement on progress.

The Senior Leader with a responsibility for assessment then collates this data into a 'whole school progress' document.

SOLAR is an internet based programme that is currently used to record progress for those children accessing the SCERTS framework. This is used on annual basis by the multi-disciplinary team working with individual with ASD. This process results in the children's next SCERTS outcomes being determined and shared with families as part of the Annual Review.

Reporting

Progress is discussed regularly at SLT meetings to identify CPD needs and as part of the monitoring of teaching and learning.

Progress is reported to parents on an annual basis using the annual review report, which includes information about progress in communication and interaction, cognition and learning, sensory and physical skills, independence and social and emotional skills.

Summative data is shared with Governors on an annual basis.

KS2 data is displayed on our website as per statutory requirements.