



Arun Court School: Policy Number 10A

(Assessment & Tracking Suite- Policy Suite 10)

Arun Court School – MONITORING OF ASSESSMENT & REPORTING POLICY – last updated April 2021

Ratified by EMAT sub-committee meeting on:.....

Signature (+ date) Chair of EMAT Pupils, Families & Community Committee

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Signature (+ date) Proprietor:Mrs Beverley-Sarah White

Signature (+ date) Associate Principal of SchoolHannah Ebling

Date of next review: April 2023 (Reviewed at least BI- Annually by COMMITTEE)

Please read all policy documents in the main policy file, in particular you should read the whole of suite 10 in conjunction with this policy. You should also read the standards for employees (policy 13G) and the staff code of conduct (Policy 13D). It is also helpful to read Policy suite 11 which deals with the practical methods associated with the curriculum and learning throughout the school.

MONITORING OF ASSESSMENT & REPORTING POLICY

Please read in conjunction with the school '**Teaching, Learning & Assessment**' Policy which will show more detailed examples of assessment in individual subjects. Please also read our policy on how the effectiveness of therapy and well-being is monitored.

Assessment is a key process to achieving excellent outcomes for our young people. For assessment to be effective it needs to be appropriate, continuous and have clearly identified targets. Assessment needs to feed into action through classroom practice and the planning cycle.



OUR SPECIAL CONTEXT

Assessment can be formative or summative. In our context it can also be highly anxiety inducing as our children all suffer with mental health needs, this requires our practitioners to be sensitive but focussed, especially in formative assessment situations.

It is very important that the Senior Leaders, Proprietor and EMAT ensure that assessment is happening and that progress is monitored across the school. In our context it is essential that all staff understand that 'progress' for our young people can have very small markers and must encompass the whole child's development. Student need to have their progress acknowledged in order to maintain positive mental health, motivation and to build resilience.

What does daily assessment look like? Well-being & Academic

Type of assessment	Who in particular	Where are outcomes recorded or discussed?	How it feeds into development of further targets or the wider curriculum	When are results shared with parents?	How do we monitor it is happening and how effective it is?
<p>Observation of anxiety tags throughout the day</p> <p>(For more information on the assessment of therapeutic inputs please see separate policy)</p>	<p>Well-being team</p> <p>Key Workers</p> <p>Teaching staff</p>	<ul style="list-style-type: none"> ✓ Well-being notes for each student as required and via the Pink sheets system ✓ Discussed at twice-weekly team meetings ✓ Discussed with students in de-brief and coaching time 	<p>Well-being team assists the teacher in adjusting teaching or providing interventions, to help the student remain in class, and learning</p>	<ul style="list-style-type: none"> ✓ Well-being reported to parents in the daily pink sheets ✓ May be discussed by key worker at handover ✓ Feeds into targets set for communication and emotional well-being at the Pathway meetings 	<ul style="list-style-type: none"> ✓ Number of extreme incidences in the cause for concern record ✓ Progress against the well-being tick sheets ✓ Drop-in observations and SLT reflections on the calmness of the setting and the behaviours displayed ✓ Monitoring of amount of time students are accessing lessons ✓ Well-being leader to monitor use of pink sheets
<p>Marking of work (formative and summative)</p>	<p>Teacher</p> <p>Student</p> <p>Key workers</p>	<ul style="list-style-type: none"> ✓ Students are asked to read marking comments at the start of a session and reflect upon them ✓ Where possible the teacher will mark the work with the student and set targets with them for the next piece ✓ Comments are recorded directly onto the work - using stamper formats to ensure student reflection, or against the LO and success criteria 	<p>Enables the teacher to plan the next lesson or adapt the next section of the existing lesson to meet pupil needs</p> <p>Marking at the end of units where the teacher is assessing against specific taught success criteria will feed into future long term planning and a 'level' will be recoded in the assessment portfolio for the student, along with the work sample</p>	<ul style="list-style-type: none"> ✓ Academic success reported to parents in the pink sheets ✓ May be discussed by key worker at handover ✓ Feeds into targets set for academic success at the Pathway meetings ✓ Specific examples may be discussed at parents evenings or commented on in reports ✓ End of unit (summative) assessments will be discussed within the reports each term 	<ul style="list-style-type: none"> ✓ Marking samples are taken in and feedback given to staff (HT) ✓ Lesson observation to check continuous marking and assessment are happening and are effective ✓ SLT monitoring of pupil progress and pupil outcomes data

		<ul style="list-style-type: none"> ✓ In the best case scenario longer pieces of work will be marked and commented on at various stages of the process; including in the middle of a lesson ✓ A combination of marking and verbal feedback should be a continuous process throughout a lesson 			<ul style="list-style-type: none"> ✓ Effective marking is copied and selected items are used within the staff handbook to ensure consistency and high standards across the school ✓ Peer moderation of marking and effectiveness by teachers ✓ SLT and the Assessment Leader to review the work samples in student folders each half term in relation to progress
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What does Longer periods of assessment / Summative assessment look like?

Type of assessment	Who in particular	Where are outcomes recorded or discussed?	How it feeds into development of further targets or the wider curriculum	When are results shared with parents?	How do we monitor it is happening and how effective it is?
Percentage baselines – across all new units of work	Class teachers	<ul style="list-style-type: none"> ✓ Teachers create a set of baseline statement outcomes that they would like to be achieved at the end of a unit of work. These must be developmentally and age appropriate. 	<ul style="list-style-type: none"> ✓ Our curriculum has to be dynamic and will alter according to the needs of the group. These baselines ensure that work is challenging and aspirational, but also realistic 	<ul style="list-style-type: none"> ✓ We keep a baseline data sheet and this is shared with parents at progress meetings. The information also feeds into reports 	<ul style="list-style-type: none"> ✓ SLT uses this data as part of teacher performance management interviews ✓ SLT presents this data as part of the annual assessment presentation to the curriculum committee
Unsupported final tasks (written task, concept map, poster, performance, power point)	Class teachers	<ul style="list-style-type: none"> ✓ Before the task students are given a short brief and have time to chat about their ideas. Once 	After a lot of confidence work from the therapy team, and academic input from teachers, we encourage students to produce something	<ul style="list-style-type: none"> ✓ Progress proformas are kept in the student progress folders along with the sample of work. Progress folders are 	<ul style="list-style-type: none"> ✓ SLT take in student progress folders and

		completed the students gets to discuss their work and progress in a brief review meeting with their teacher 1:1. This is a supportive, celebratory format. Teacher and student then fill in a progress proforma.	unaided which shows their understanding of a topic. This is not possible for all students, but should become more manageable in time. This helps us review their knowledge within a particular subject against the assessment grids (each subject has its own style of assessment grid, graded 1-9) and also to look at the quality of any written work.	shared at parents evening, and work may also be discussed at Pathway Target setting meetings, reviews and as part of the report each term.	monitor judgements ✓ Staff have moderation staff meetings so that they can ensure consistency when levelling work
Testing Online- maths and English IXL	Class Teachers	✓ Students should use IXL at least once a week in both English and maths. In this way they can take the online assessments and the program records, levels and analyses their progress	<ul style="list-style-type: none"> ✓ Within maths the planning format allows for either IXL or the schofield and simms mental maths books to be a main assessment task within each lesson – this then feeds into planning ✓ Within English the system is particularly good for reviewing the teaching of grammar and student competency, and should be used at least weekly 	✓ Progress reports from the system are sent home to parents with each report and can be discussed at parents evening or pathway reviews	<ul style="list-style-type: none"> ✓ SLT monitor teacher planning folders to ensure the reports from IXL are being printed and being used to inform planning ✓ SLT can access pupil profiles at any time to monitor the amount of IXL use, and charts relating to skills, content and achievement. It is a comprehensive attainment tracking tool.
Interventions	Assessment and Intervention Leader	✓ Students on specific programmes such as Stareway to Spelling or Toe By Toe will be continually assessed by the programme itself	✓ Each student has their own book with assessment activities a part of every session	✓ Progress reports from the scheme are sent home regularly and can be discussed at parents evening or pathway reviews	✓ The interventions and assessment leader monitors the progress of students and produces a spreadsheet to share with the SLT – this helps make decisions about whether to

					continue a program with a specific student
Informal testing using SATs papers	Assessment and Intervention Leader	<ul style="list-style-type: none"> ✓ Students take the tests at points where we feel they are mentally ready to do so. They are not supported at all, but can break the test into smaller chunks of time and may be able to for example listen to music if it keeps them calmer. ✓ Whilst these are not therefore carried out in 'test' conditions, they nevertheless provide a very useful indicator as to the level the student is performing at. Assistive technology may also be used to help students access the testing. 	These tests are a good indicator as to how much information has been retained by the students, and how their skills are progressing – this in turn can feed into the learning styles chosen by teachers to maximise the outcomes for any particular student (e.g if a teacher has had a focus on supporting child X using lots of video material, and in turn he performs much better in the SATs test this shows that the aim of supporting him retain knowledge has been met)	<ul style="list-style-type: none"> ✓ Can be discussed at parents evening or pathway reviews, and forms part of their student file 	<ul style="list-style-type: none"> ✓ SLT monitor the results as an attainment spreadsheet; this feeds into teacher performance management also

REPORTING TO PARENTS SUMMARY – KEY POINTS OF THE YEAR

- ✓ Parents will get a written report at the end of the Autumn and Summer Terms (twice a year)
- ✓ At Easter parents are invited to come in for a face-to-face progress discussion, often ahead of the annual reviews.
- ✓ Parents are also invited to pathway meetings (our versions of IEPs) to review short term targets for their young person.