

The New School at West Heath

Policy on Assessment, Recording & Reporting

This policy should be read in conjunction with the policy and policy on .

Introduction

The assessment, recording and reporting arrangements at the New School have evolved over several years to accurately reflect the complex needs of our students, the many and varied participants and stakeholders in their education and the variety of purposes served by their assessment.

Aims & Objectives

- To provide **accurate and current information** about the needs and difficulties, attainments and progress of students for the purposes of celebration (summatively) and planning (formatively).
- To assess **comprehensively** on all aspects of student achievement – educational, personal and social development and contributions made to the life of the school
- To involve and inform **all stakeholders and participants** in the educational process – the students, teachers and other staff, parents, local authorities and external agencies and other sources of specialist advice.
- To build confidence and a sense of **self-worth** in our students through an appreciation of their own successes.
- To enable students to take increasing **responsibility** for their own behaviour and **independence** in learning.

Strategies

The School has a comprehensive array of systems and procedures designed to serve a variety of purposes. These are set out below in two tables.

Table 1 sets out the assessment and recording arrangements in terms of the contributors and participants. Table 2 sets out the arrangements in terms of the recipients and users of these reports. In some cases there is an overlap because the contributors in the case of formative assessment are the users. However these are two conceptually different groupings and for clarity's sake they are set out separately. It also provides a summary of the purpose of the assessment / record.

Taken together these two tables provide a sense of flow over various timescales both short-term and long-term and indicate how they interconnect across the school population.

Table 3 sets out a description and explanatory comment for each component. For further details the individual assessment and reporting pro-formas should be consulted.

Assessment Records & Report Contributors & Participants

Frequency / Occasion	Student	Teacher / Teaching Asst.	Group Tutors & Team	Managers Leaders	Parent	LEAs	Examination Boards	DfES	Agencies
Fortnightly			Group Tutor – parent phone contact		Group Tutor – parent phone contact				
After First term	Interim Review		Interim Review	Interim Review	Interim Review	Interim Review (invited)			
Termly –First morning of term	Term (IEP) targets		Term (IEP) targets						
Annually		Annual Review reports booklet							Annual Review Meeting (invited)
			Annual Review Meeting	Annual Review Meeting		Annual Review Meeting (invited)			
								Contextual data	
								Annual Attendance Return	
		Achievement books							
	Progress report – student contribution	Progress report	Progress report – group tutor contribution	Progress report – Principal's comment					
		Parents' evening							
Occasional – as needed				Language & Communication full assessment (SaLT)					
	Daily individual report	Daily individual report							
	Placement Review		Placement Review	Placement Review	Placement Review	Placement Review			
				Statutory Assessment	Statutory Assessment	Statutory Assessment			Statutory Assessment
End of Key Year 9		Teacher Assessments							
							SATs		
End of Key Year 11		Pre GCSE Predicted Grades tracking							
							GCSE examinations		

Assessment Records & Report Contributors & Participants

Frequency / Occasion	Student	Teacher / Teaching Asst.	Group Tutors & Team	Managers Leaders	Parent	LEAs	Examination Boards	DfES	Agencies
On leaving		Achievement Planner							

Reporting – Recipients and Users of Reports

Frequency / Occasion	Student	Teacher / Teaching Asst.	Group Tutors & Team	Managers Leaders	Parent	LEAs	Examination Boards	DfES	Agencies	Purpose
Prior to admission				SSEN SSEN supporting documentation						Formative: Decision to offer a place or not and to inform the terms of the offer.
				Preadmission interview & assessment						
On admission		Documentation scan; Literacy Numeracy Speech & Language								Formative: To inform curriculum planning – particularly whether additional provision is necessary in order to help students access the curriculum
		<i>Curriculum entry assessments</i>								
Initial Target Setting	Term IEP target		Term IEP target							Summative: To ascertain progress towards the accomplishment of statement objectives. Formative: To plan next round of target setting.
Initial Curriculum assessments		Informal assessments								Formative: Informs lesson planning, differentiation requirements and support needs
Daily morning GTT	Daily targets		Daily targets							Formative: To plan day targets
Lesson by lesson	Student self assessment	Student self assessment								Summative: To enable students to gain an appreciation of what they have gained or learned and to help them take responsibility for their own learning.
		Lesson scoring								Summative: To contribute to the monitoring of target achievement.
Daily – ad hoc			Incident / significant event							Formative: To provide an additional focus for monitoring a specific area of difficulty or achievement.
Weekly Thursday week assessment			Division tracking	Division tracking						Summative: To provide a summary overview of the week's achievement.
Weekly Friday am	Weekly targets	Weekly targets	Weekly targets							Formative: New week targets
Weekly										Celebration or remedial measures

Reporting – Recipients and Users of Reports

Frequency / Occasion	Student	Teacher / Teaching Asst.	Group Tutors & Team	Managers Leaders	Parent	LEAs	Examination Boards	DfES	Agencies	Purpose
Friday pm Reward & reflection										
Fortnightly			Group Tutor – parent phone contact		Group Tutor – parent phone contact					Celebration – enabling parents to have positive feedback wherever possible about their son / daughter's achievement.
After First term	Interim Review		Interim Review	Interim Review	Interim Review	Interim Review (invited)				Formative: Placement confirmed or additional measures
Termly –First morning of term	Term (IEP) targets		Term (IEP) targets							Formative: New term round of personal target setting
Annually		Annual Review reports booklet							Annual Review Meeting (invited)	Summative: Collection of detailed & comprehensive information to inform the review meeting.
			Annual Review Meeting	Annual Review Meeting		Annual Review Meeting (invited)				Celebration: of success Formative: Plans and action for the next academic year involving action points for school, parents, LEA, Connexions and the student.
								Contextual data		Summative: For statistical purposes
								Annual Attendance Return		
		Achievement books								Summative: Overview of progress through school Formative – to inform individual student planning and whole school policy
		Progress report								Celebration: A public recognition of the unique achievements of every student.
		Parents' evening								Communication and celebration. Home – School
Occasional – as needed				Language & Communication full assessment (SaLT)						Diagnostic & Formative: To ascertain whether the student needs SaLT and inform decisions about the what and how.
	Daily individual	Daily individual report								To provide additional data to inform Group Tutors and Heads of School in their

Reporting – Recipients and Users of Reports

Frequency / Occasion	Student	Teacher / Teaching Asst.	Group Tutors & Team	Managers Leaders	Parent	LEAs	Examination Boards	DfES	Agencies	Purpose
	report									monitoring roles.
	Placement Review		Placement Review	Placement Review	Placement Review	Placement Review				Modification of arrangements or termination of placement
				Statutory Assessment	Statutory Assessment	Statutory Assessment			Statutory Assessment	Non statemented student – parent seeks to obtain SEN for student.
End of Key Year 9		Teacher Assessments								Summative: National reporting requirement Predictor of future success Formative: Inform curriculum choice in KS4
							SATs			
End of Key Year 11		Pre GCSE Predicted Grades tracking								To inform students – realistic expectations and raising level of commitment
							GCSE examinations			Summative: The climax of the academic programme: Formative: FE choices
On leaving		Achievement Planner								Celebration of achievement Inform employers and FE providers Start of life-long personal education record.

The preceding charts provide a framework for navigation around the several assessment and reporting systems in use at the school. Given that our students have a complex combination of special educational needs addressed through a variety of interconnecting elements of provision and with several stakeholders and participants, it is not surprising that these arrangements are quite complex at perhaps at first bewildering. They have been designed to be fit for purpose without being administratively cumbersome. Nevertheless the commitment to assessment, recording and reporting at the New School is considerable and forms a higher proportion of staff time than is the case in a typical mainstream school.

The following table provides additional detail about each system.

Assessment and record of assessment	Description and explanatory comment
Statement of Special Educational Needs (SSEN)	<ul style="list-style-type: none"> • These reports and assessments are prepared outside the school. For their use in the Admission Process see that policy. The Statement of Special Educational needs informs and guides the whole of a student's career at the New School. • It is summarised in the form of a one page mind map to which every member of staff has access on the school network in the recording room. Staff are expected to familiarise themselves with the relevant content for each student. This is a sensitive and confidential document and should not be released into the public domain. Any printed copies are the responsibility of the member of staff who produces them. • The supporting documentation is more technical and more sensitive this is kept in the students file in the school office in a secure cupboard. Senior and middle managers have access to these files and make information to other colleagues as is relevant and useful. Statements maybe updated after annual reviews or at times of transition. • The objectives of a student's placement are transferred to the Achievement Book (Page nn)
Preadmission Assessment	<ul style="list-style-type: none"> • See Admission Process Policy
Post Admission Documentation Scan	<ul style="list-style-type: none"> • As part of the induction process a student's documentation is scanned by staff responsible for literacy, numeracy and language and communication. The purpose of this is to identify whether there are any issues that will affect a student's ability to access the curriculum. • If there is an issue with literacy a WRAT Assessment will be given to inform planning. Literacy scores are entered into the students Achievement Book and if necessary a programme of support is planned. Further details see policies for Literacy, Numeracy, Handwriting and Language and Communication. • Part of the Language and Communication assessment is a classroom observation by a qualified Speech and Language Therapist. If significant issues are suspected a full Speech and Language assessment will be requested at the End of First Term Review. This is an additional element of provision for which there is a fee. Some students already have such an assessment and if this is the case this will inform a programme of provision. • The SWW responsible for induction alerts teachers to curriculum access issues either personally during the induction process or at staff meetings.

Assessment and record of assessment	Description and explanatory comment
Preliminary IEP Target Setting	<ul style="list-style-type: none"> Students new to the school agree up to three preliminary targets with their Group Tutor. These usually relate to issues to do with induction and settling into the School. They are usually selected from a Target Bank. Sometimes they are highly particular to the student's situation and need – such as a phased induction of an intensely phobic youngster. These targets are used to plan the first round of daily targets against which progress is set. See guidance sheet on Target Setting.
Initial Curriculum assessments	<ul style="list-style-type: none"> Generally speaking our students react very negatively to formal testing which they find very intimidating. This is not surprising given their low self esteem and past negative experiences. Teachers therefore use informal methods – observation and discussion to ascertain students' knowledge and understanding. Although it may take some time to build up a full picture the knowledge gained is more complete and better informs planning. In particular, some students, who have missed topics, may have very erratic profiles – being very weak in some areas and strong in others. This approach it therefore matches their needs better.
Daily Target setting	<ul style="list-style-type: none"> Daily target setting is one of the main activities in Group Tutor Time, a 20 minute session at the start of the day which prepares and orientates students for the day ahead. They are informed by an assessment of performance on the day preceding, the I.E.P targets, and other prevailing issues. They provide a student with the next achievable step towards their long-term goal. Since over 80% of the objectives of SEN are social, emotional & behavioural - daily targets are mostly of this nature. Academic targets form part of lessons and are negotiated between teachers and students in that context. Students also set a daily points score relating to the Lesson by lesson tracking. (See below)
Lesson by Lesson Tracking	<ul style="list-style-type: none"> Students' commitment to personal responsibility in relation to lessons is assessed at the end of each lesson according to a sophisticated range of indicators which provides a score of a five point scale (See Division System and its rational Guidance Document). Criteria enable students and their teachers to discuss what they need to do to improve. The indicators have been produced in "pupil-speak" and students are frequently invited to assess their own performance. Where their scores differ from the teachers this provides an opportunity for critical reflection and explanation. These qualitative scores are converted to points which are used to provide a day total. Taken together students have something to aim for each lesson and for each day.
Student Self Assessment	<ul style="list-style-type: none"> In many subjects teachers have developed pro-formas for students to make self –assessments at the end of the lesson. These are linked to lesson objectives and learning outcomes. These provide students with a sense of achievement and a focus for their efforts. Student Self Assessment is being increasingly developed as part of the school's efforts to encourage students to take responsibility for their learning.
Thursday -End of	<ul style="list-style-type: none"> The purpose of this assessment is to decide whether students are placed in Reward Time (for meeting weekly

Assessment and record of assessment	Description and explanatory comment
Week Assessment	<p>targets) or Reflection Time (to review the week and what needs to happen to make things better next week)</p> <ul style="list-style-type: none"> This is a judgement involving the group tutor and head of school.
Friday Reward-Reflection Session	<ul style="list-style-type: none"> This final lesson on Friday afternoons those students who have not met their targets meet with their group tutor to discuss the week. The relevant assessments are contained in the group tracking book and any additional individual monitoring that has been conducted.
Fortnightly Group Tutor reporting to Parents	<ul style="list-style-type: none"> This usually takes the form of a phone call discussion. Group tutors communicate to parents the progress and achievements of their son / daughter. Information is drawn from their experience and the weekly tracking books. The focus of the discussion is usually commitment to learning and positive achievements. However the communication is a two way process and parents are able to contribute information on the student's experience beyond school which may shed light and context on their school experience.
End of First term Review	<ul style="list-style-type: none"> This is a mini-annual review. Full subject assessments are made and the issue to be decided is whether the placement should be made permanent. Sometimes additional assessments (such as Speech and Language) are requested or additional provision such as individual report.
Annual Review	<ul style="list-style-type: none"> These are conducted according to the requirements of the Code of Practice. See separate policy. A full set of subject reports is provide comments on additional provision such as literacy, speech and language There is also a reflective comment by the group tutor and Head of School. The meeting is chaired by a Vice Principal.
Annual Progress Report	<ul style="list-style-type: none"> This gives an overview at the end of the academic year of students' positive achievements. It may contain words of encouragement and guidance for the future but its tone is generally positive and celebratory. They are presented by a visiting celebrity in the presence of an invited audience of parents and friends.
Achievement book update – annual	<ul style="list-style-type: none"> This is the document that tracks each student's comprehensive progress through the school from the time they arrive to their leaving. There are 8 sections: 1&2 Academic achievement – levels and coverage, 3. attendance, 4. Profile of Personal and Social Development, 5 Literacy, 6. progress against the 5 outcomes, 7. Progress against statement objectives, 8. significant achievements and awards. This recording system was first implemented in 2006-7. Records have not been back-dated and so its benefit will begin to take effect after the second year. A whole school training day will be held in May to update the records. The responsibilities are described in the booklet. The custodian of the record is the group tutor and the document is stored on the staff network.
Parents' evenings	<ul style="list-style-type: none"> These are meetings held in December and February, one for each National Curriculum Year, with 7&8 combined. Parents have the opportunity to meet with each subject teacher for approximately 10 minutes to hear of progress and to discuss any concerns.

Assessment and record of assessment	Description and explanatory comment
	<ul style="list-style-type: none"> • They are usually well attended and often students come with their parents / carers • A questionnaire is given to parents to ascertain their opinions. • Teachers have their subject records and examples of work available for parents
Placement Review	<ul style="list-style-type: none"> • This takes the form of an annual review in terms of the assessments and reports required. • In addition there will be incident reports. • A placement review is held when there are difficulties with the placement and the outcome is usually a modification of the curriculum, additional support arrangements or in the event that these things have been tried and not succeeded, a termination of the placement.
Year 9 Teacher Assessments	<ul style="list-style-type: none"> • These are produced in line with the national requirements using the National Curriculum levels. In the case of subjects which do not have N.C. levels the School has developed comparable criteria of its own.
GCSE predicted grade tracking	<ul style="list-style-type: none"> • These assessments are produced in November, February and May for students in year 11. • Two grades are given. First an expected grade at the current rate of progress and commitment. Second a potential grade if the student were to work to their full potential. • These are used to inform students and parents and to raise motivation and commitment.
GCSE results	<ul style="list-style-type: none"> • These are released in the third week August. • They are communicated to students by post and in addition over the telephone should they contact the school on the release date.
Achievement Planner	<ul style="list-style-type: none"> • Year 11 students receive this instead of Progress report on Leavers' Day in July. • They take it with them to college or work.

Implementation and Monitoring:

Assessment, Recording & Reporting	
This Policy should be read in conjunction with the following policies: This policy relates to very many of the School's other policies. Amongst the most important are; curriculum, positive behaviour, special needs, annual reviews and differentiation.	
Appendices:	
Monitoring of Policy Implementation is the responsibility of: The Senior Leadership Team	
Lead responsibility:	Vice Principal - Education
Relevant Legislation:	SEN Code of Practice
Approved by: S.S. Committee	Date approved: 10:12:07
Ratified by: Trustees	Date ratified: 25:01:08
Reviewed – no changes	Date:
Reviewed – with revisions	Date:
Revision No.	2.0