



**WOOLGROVE SCHOOL**

## **Assessment, Recording and Reporting Policy**



“Equal opportunities lie at the heart of all that we do at Woolgrove. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school”

**Vicky Litchfield**

**September 2021  
Review: September 2024**

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### Rationale

Assessment for learning refers to all the activities undertaken by teachers, teaching assistants and pupils that provide information that can be used to modify the teaching and learning activities in which they are involved. Assessment for learning is a process which provides information on individual pupil experience and achievement that identifies what the pupil knows, understands and can do. Assessment is the key to the promotion of our pupils' learning. The different aspects of planning, teaching, assessment and record keeping strategies when looked at as a whole form a complete 'jigsaw', which fits together to create an environment where quality teaching and learning takes place. Such an environment is where pupils and teachers work together and aim for high achievement.

Recording is the selection and retention of significant and relevant information on the pupils' experiences and achievements, including what the pupil knows and can do, and informs planning.

Reporting is the communication of significant and relevant information on the individual pupil's experiences and achievements.

ARR at Woolgrove is overseen by the Deputy Head Teacher with responsibility for Teaching, Learning and Assessment (TLA).

### Aims

- To provide up to date information about the attainment of individuals and groups of pupils
- To establish what pupils can do, know and understand
- To provide a record of pupil progress and consolidation of learning
- To assess the readiness of pupils for future learning – to inform planning
- To identify patterns over time (useful when pupils learn in very small steps)
- As a basis from which to set targets for improvement and to inform the reviews of EHCPs
- To evaluate the effectiveness of the curriculum and modify provision if necessary
- To assess the need for additional specialist support
- To provide information to parents.

### How we assess - Summative Assessment and Formative Assessment

Woolgrove School believes in a holistic and personalised approach to teaching and learning. Each pupil follows one of the five pathways: Early Years Foundation Stage, Pre-Formal, Semi-Formal 1, Semi-Formal 2 or Formal and there is an individual programme in place for each pupil. Children are assessed on entry to the school. There is a clear system for assessment, recording and reporting throughout the school. The input of parents, pupils, therapists and other professionals is valued throughout these processes.

## 1. Summative Assessments

These are the assessments at a given point in time: baselines, end of year reports/reviews and end of key stage tasks/tests/teachers' assessments.

Changes have been made to Assessment due to the outcome of Rochford Review

- From September 2018 – P Levels are no longer to be used for children working at P5 and above (subject specific learners)
- From September 2021 – P Levels are no longer to be used for children working at P4 or below (Non subject specific learners)

Therefore at Woolgrove School we currently have 2 assessment systems in place.

- Development Matters Ages and Stages and Early Years Outcomes for Reception aged pupils and Non subject specific learners.
- Pupil & School Support SEN toolkit for children working above P4 in Year 1 and above

Classroom monitor uses Band descriptors which can be related to the following approximate levels when referring to Age Related Expectations, Development matters (Birth to 5 and the EYFS development matter) and P Levels.

Band	Compared to mainstream/old assessment systems	Age and stage Birth to 5	Age and Stage EYFS Development Matters
		Range 1 birth to 6 months 6 – 12 months	Birth to 3
		Range 2. 12-18 months	
		Range 3. 18-24 months	
1	P4	Range 4. 24 – 36 months	3 to 4 years
2	P5 / ARE end of nursery	Range 5 – 36-48 months	
3	P6		
4	P7	Range 6 - 48-60 months 60-71 months	Children in Reception ELG
5	P8 / ARE end of Reception		
6	Yr 1		
7	Yr 1		
8	Yr 1		
9	Yr 2		
10	Yr 2		
11	Yr 3/4		
12	Yr 3/4		
13	Yr 3/4		
14	Yr 5/6		
15	Yr 5/6		
16	Yr 5/6		

We have adopted a “best fit” approach to all assessments. This means that whilst we are aware that some pupils may be able to demonstrate skills at a higher level we will work on ensuring all skills within a level are consolidated and the pupils broaden and deepen their skills within a level before moving onto the next level.

Progress may be linear or sequential. Linear progress meaning that a child may remain within a band but move from unassessed to almost, almost to met or met to exceeding. Sequential progress will be that a child moves across bands for example from band 2 to band 3.

Woolgrove School uses Classroom Monitor to collect and record summative and formative assessment information about each individual pupil.

#### **a) Baseline Assessment at Woolgrove on entry to school for new children**

Within the first 3 weeks of starting at the school all new pupils have a baseline completed for Maths, English and Life Skills. Reception aged children are assessed using the EYFS stages of development.

#### **b) Recording of summative assessments**

Assessments are updated regularly and completed on the Friday before the October, February and May half terms.

#### **c) National Statutory Tasks/Tests**

These are taken at the end of each Key Stage for Year 2 (end of Key Stage 1) and Year 6 (end of Key Stage 2). Due to the more complex learning needs of our pupils they do not usually participate in SATs. In rare cases a child may be achieving at an age expected level in a particular subject area. In these cases, if the Teacher felt the child was able to manage the test, including socially and emotionally, then they may complete a SATs assessment. The phonics screen check is completed in Year 1 and Year 2 for any child who has been identified by the class teacher as being able to blend phonemes to read words.

Moderation processes are used to ensure consistency of levels across the school. Moderation is undertaken within the school, with other special/mainstream schools and as part of the moderation monitoring cycle within Hertfordshire Local Authority.

## **2. Formative Assessments**

Please refer to Woolgrove School's Marking and Feedback policy for information about Formative Assessment.

a) Individual Provision Maps (IPMs) are written within 3 weeks of an annual review, outlining the Yearly Targets that have been set and breaking these down into SMART, **Specific, Measurable, Achievable, Realistic/relevant and Time related** steps.

#### **b) Observations**

Observations are used to record teaching points, children's achievements and impact when completing Child Initiated Learning and Independent activities. These also record children's wellbeing and involvement during activities.

In the Early Years classes every child has at least one observation per week and a weekly focus observation completed per term.

See Appendices

Weekly observation

Observation

Wellbeing and Involvement scale

### **c. The Engagement Model**

The Engagement model is an observation tool that focuses on five areas:

- Exploration.
- Persistence.
- Realisation.
- Initiation.
- Anticipation

Engagement observations are completed termly for non subject specific learners. This information is used to create/update an Engagement profile of the child to enable provision to be planned and delivered to meet the child's needs.

Engagement profiles are written for non subject specific learners and are updated at least once per term.

See Appendices

Engagement profile

Engagement observations

### **Reporting to Parents**

Every term a report is printed from Classroom Monitor which outlines skills that have been exceeded, met, almost met and targets. These are shared with parents. The IPM review is also sent home and shared with parents.

Parents are involved in target setting as part of the Education Health Care Plan (EHCP) review process.

Parent consultations are held in the autumn and spring term to discuss the reports and IPM targets.

At the end of the year in the summer term a report is sent home along with the Classroom Monitor report.

### **Monitoring**

Within the first three weeks of a child starting at Woolgrove/the autumn term they are given a personalised progress target based on the following progress groups, for English and Maths.

## **SEN toolkit**

Band 1 – 16

Each Band is worth 1 point

**Average Progress group = 3**

<u>Progress Group</u>	<u>Points per Year</u>	<u>What does this mean?</u>
1	Manual target to remain in current band	Manual target entered as will not make progress to attain next band
2	0.5 progress	Will progress within the current band and remain within the current band
3	1	Will progress into the next band to work within the band i.e. band 1 to band 2
4	1.5	Will complete current band and either complete or almost complete the next band i.e. Band 1 to Band 2 almost/completed
5	2	Will progress across 2 bands to work within the band i.e. Band 1 to Band 3

**EYFS - Average Progress group = 3**

<u>Progress Group</u>	<u>Steps per Year</u>	<u>What does this mean?</u>
1		Will stay within the current band and remain within the current band making some progress but not moving between stages
2	1	Emerging to developing within an age band
3	2	Emerging to secure within an age band
4	3	Emerging to emerging in the next age band
5	4 or more	Emerging to developing in the next age band

The Deputy Head Teacher with responsibility for TLA, Senior Leadership Team and Subject Leaders monitor progress and attainment throughout the year. This includes monitoring of classes, individuals, year groups and other groups of children such as Free School Meals, children with a diagnosis of Autism or Downs syndrome and children from a Black or Ethnic Minority.

## **Policies to be read in conjunction with the Assessment, Recording and Reporting Policy**

Marking and Feedback

Early Years Foundation Stage

Curriculum

## Wellbeing scale (Ferre Laevres)

Level	Well being	SIGNALS
1	Extremely low	The child clearly shows signals of discomfort: <ul style="list-style-type: none"> <li>• whines, sobs, cries, screams</li> <li>• looks dejected, sad or frightened, is in panic</li> <li>• is angry or furious</li> <li>• moves feet, wriggles, throws objects, hurts others</li> <li>• sucks thumb, rubs its eyes</li> <li>• doesn't respond to the environment, avoids contact, withdraws</li> <li>• hurts him/herself: bangs head, throws him/herself on the floor</li> </ul>
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signals indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	During the observation episode, the child enjoys, in fact it feels great: <ul style="list-style-type: none"> <li>• looks happy and cheerful, smiles, beams, cries out of fun;</li> <li>• is spontaneous, expressive and is really him/herself;</li> <li>• talks to themselves, plays with sounds, hums sings;</li> <li>• is relaxed, does not show any signs of stress or tension;</li> <li>• is open and accessible to the environment;</li> <li>• is lively, full of energy, radiates;</li> <li>• expresses self-confidence and self-assurance.</li> </ul>

## Involvement scale (Ferre Laevres)

LEVEL	INVOLVEMENT	EXAMPLES
1	Extremely low	The child hardly shows any activity: <ul style="list-style-type: none"> <li>• no concentration: staring, daydreaming;</li> <li>• an absent, passive attitude;</li> <li>• no goal-oriented activity, aimless actions, not producing anything;</li> <li>• no signs of exploration and interest;</li> <li>• not taking anything in, no mental activity.</li> </ul>
2	Low	The child shows some degree of activity but which is often interrupted: <ul style="list-style-type: none"> <li>• limited concentration: looks away during the activity, fiddles, dreams;</li> <li>• is easily distracted;</li> <li>• action only leads to limited results.</li> </ul>
3	Moderate	The child is busy the whole time, but without real concentration: <ul style="list-style-type: none"> <li>• routine actions, attention is superficial;</li> <li>• is not absorbed in the activity, activities are short lived;</li> <li>• limited motivation, no real dedication, does not feel challenged;</li> <li>• the child does not gain deep-level experiences;</li> <li>• does not use his/her capabilities to full extent;</li> <li>• the activity does not address the child's imagination.</li> </ul>
4	High	There are clear signs of involvement, but these are not always present to their full extent: <ul style="list-style-type: none"> <li>• the child is engaged in the activity without interruption;</li> <li>• most of the time there is real concentration, but during some brief moments the attention is more superficial;</li> <li>• the child feels challenged, there is a certain degree of motivation;</li> <li>• the child's capabilities and its imagination to a certain extent are addressed in the activity.</li> </ul>
5	Extremely high	During the episode of observation the child is continuously engaged in the activity and completely absorbed in it: <ul style="list-style-type: none"> <li>• is absolutely focussed, concentrated without interruption;</li> <li>• is highly motivated, feels strongly appealed by the activity, perseveres;</li> <li>• even strong stimuli cannot distract him/her;</li> <li>• is alert, has attention for details, shows precision;</li> <li>• its mental activity and experience are intense;</li> <li>• the child constantly addresses all its capabilities: imagination and mental capacity are in top gear;</li> <li>• obviously enjoys being engrossed in the activity.</li> </ul>

Weekly observation for EYFS

Weekly observation sheet

Name \_\_\_\_\_ Term \_\_\_\_\_ Week beginning \_\_\_\_\_

**Identified areas for focus**

**Personal, Social, and Emotional Development.**

Date \_\_\_\_\_ Time \_\_\_\_\_

**Expressive**

Date \_\_\_\_\_

**Communication and Language**

Date \_\_\_\_\_ Time \_\_\_\_\_

**Physical Development.**

Date \_\_\_\_\_ Time \_\_\_\_\_

**Understand**

Date \_\_\_\_\_

**Mathematics**

Date \_\_\_\_\_ Time \_\_\_\_\_

**Literacy**

Date \_\_\_\_\_ Time \_\_\_\_\_

**Identified areas for future**

Weekly observation – Pre-formal and Semi- formal 1

Weekly observation Sheet

Name \_\_\_\_\_ Term \_\_\_\_\_ Week beginning \_\_\_\_\_

Identified areas for focus

Personal, Social and Emotional Development

Date	Time
------	------

Communication and Language

Date	Time
------	------

Physical Development

Date	Time
------	------

Mathematics

Date	Time
------	------

Literacy

Date	Time
------	------

Identified areas for future

Name  
Target from previous observations / IPM

Date: CIL/AL/AS

Engagement:  
Explores and finds out  
Uses what they know  
~~Willing to have a go.~~

Motivation:  
Involved and concentrating  
Keeps on trying

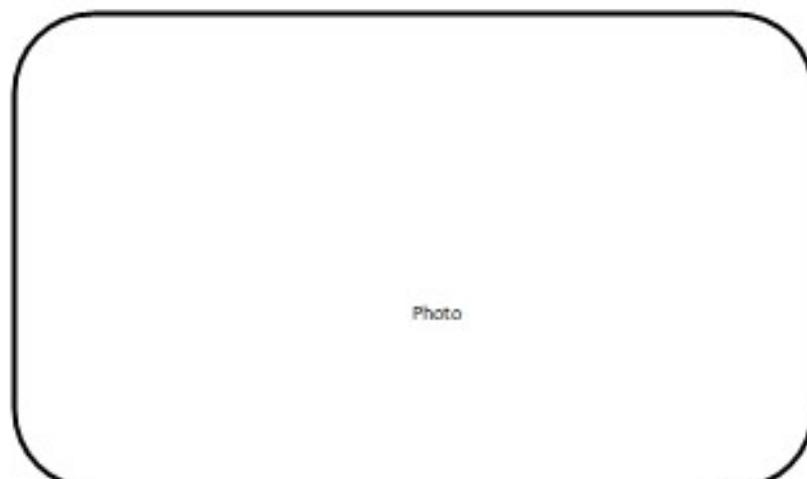
Expresses opinions

Thinking:  
Has an idea  
Uses what they know to learn new things  
~~Chooses what to do about.~~

Observation Time

Adult initials

PsEb CL Pb L M Uw EAd



Date: CIL/AL/AS

Engagement:  
Explores and finds out  
Uses what they know  
~~Willing to have a go.~~

Motivation:  
Involved and concentrating  
Keeps on trying

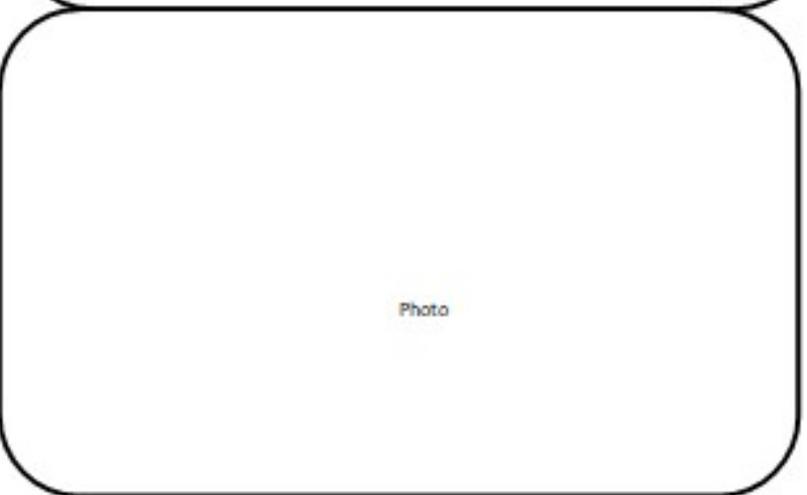
Expresses opinions

Thinking:  
Has an idea  
Uses what they know to learn new things  
~~Chooses what to do about.~~

Observation Time

Adult initials

PsEb CL Pb L M Uw EAd



Wellbeing	1	2	3	4	5
Involvement	1	2	3	4	5

Progress towards target	1 - You had change target	2 - working on it	3 - achieved, needs consolidating	4 - mastered change target
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# Engagement profile



Name:

Date:

Photo

## Engagement profile



Engagement Area Questions:	How do I show this? What activities are this? What support do I need?
<p><b>Exploration</b>                      Have you been asked to think about this?                      Do they challenge/ask about it?                      Do they challenge to let you provide the same situation                      of different situations?                      Which situation, interest that you will provide to you will be it?</p>	
<p><b>Recall</b>                      Have they learned anything about it?                      What techniques, what that they need to understand of the                      situation?                      What new skills, and what new ways of doing things?                      Are they continuing to let you understand learning?</p>	
<p><b>Participation</b>                      Can they give you a challenge to do it?                      Do they state a challenge to do it?                      Do they challenge to do it?                      How long <a href="#">www.ck12.org</a>?</p>	
<p><b>Initiation</b>                      Have you been asked to do it?                      Have you been asked to do it?                      Are they being asked to do it?                      How long can they do it?                      What is the challenge?</p>	
<p><b>Anticipation</b>                      Is the pupil understanding the challenge?                      Is the pupil understanding the challenge?</p>	

# Engagement model observation



Name: \_\_\_\_\_

Date of observations: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Staff: \_\_\_\_\_

Activity / LO = \_\_\_\_\_

Engagement Area Questions:	Observation	Engagement Area Questions:	Observation
<b>Exploration</b> How do they build on their initial understanding? Do they elaborate on their ideas? Do they contribute to the group's understanding? Do they elaborate on their ideas? What evidence do they provide to support their ideas?		<b>Participation</b> Can they justify their understanding and explain their ideas? Do they share a common understanding? Do they elaborate on their ideas? How long do they spend on their ideas?	
<b>Elaboration</b> How do they build on their understanding? What evidence do they provide to support their ideas? What evidence do they provide to support their ideas? Are they contributing to the group's understanding?		<b>Initiation</b> How much time do they spend on their ideas? How do they elaborate on their ideas? Are they contributing to the group's understanding? How long do they spend on their ideas?	
<b>Anticipation</b> Is the group understanding possible? Do they elaborate on their ideas? Is the group understanding possible? Do they elaborate on their ideas? Do they share a common understanding of their ideas? What is the group's understanding of their ideas?			

Working	1
Engagement	1

1 - No change
2 - Some change
3 - Major change