



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

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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.

At Woolgrove School we have an assessment system which is used across the school based upon the Birth to Five, Development Matters Ages and Stages and Early Years Outcomes and KS1 and 2 expected outcomes.

Phonics Assessments are based on the Twinkl Synthetic Phonics Programme.

Assessments are made from Range 1 to Range 17

| | |
|---------------|--|
| Age and stage | Age and Stage - EYFS Development Matters / |
|---------------|--|

| Birth to 5 | Age Related Expectations (ARE) |
|--|---------------------------------------|
| Range 1: birth to 6 months 6 – 12 months | Birth to 3 |
| Range 2: 12-18 months | |
| Range 3: 18-24 months | |
| Range 4: 24 – 36 months | 3 to 4 years |
| Range 5: 36-48 months | |
| Range 6: 48-60 months 60-71 months | Children in Reception ELG |
| Range 7 Year 1 | Year 1 |
| Range 8 Year 1 | Year 1 |
| Range 9 Year 1 | Year 1 |
| Range 10 Year 2 | Year 2 |
| Range 11 Year 2 | Year 2 |
| Range 12 Year 2 | Year 2 |
| Range 13 Year 2 | Year 2 |
| Range 14 Year 2 | Year 2 |
| Range 15 Year 3/4 | Year 3 / 4 |
| Range 16 Year 3/4 | Year 3 / 4 |
| Range 17 Year 5/6 | Year 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 Range we will work on ensuring all skills within a Range are consolidated and the pupils broaden and deepen their skills within a level before moving onto the next Range.

Progress may be linear or sequential. Linear progress meaning that a child may remain within a Range but move from unassessed to almost, almost to met. Sequential progress will be that a child moves across Ranges, for example from Range 2 to Range 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 Mathematics – Core and Supplementary. Literacy – Writing Composition, Writing – Mark Making / Handwriting, Reading – Comprehension, Phonics – Word reading/phonics and Phonics – Writing, Communication and Language – Attention, Listening and Understanding and Speaking, Life skills and Physical Education.

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 and Semi Formal 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 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

Each Range is the equivalent to 100%

The average progress group is Group 3

| <u>Progress Group</u> | <u>Percentage of progress per Year</u> |
|-----------------------|--|
| 1 | 5-10% |
| 2 | 10-25% |
| 3 | 25-50% |
| 4 | 50-100% |
| 5 | 100% or more |

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"> • whines, sobs, cries, screams • looks dejected, sad or frightened, is in panic • is angry or furious • moves feet, wriggles, throws objects, hurts others • sucks thumb, rubs its eyes • doesn't respond to the environment, avoids contact, withdraws • hurts him/herself: bangs head, throws him/herself on the floor |
| 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"> • looks happy and cheerful, smiles, beams, cries out of fun; • is spontaneous, expressive and is really him/herself; • talks to themselves, plays with sounds, hums sings; • is relaxed, does not show any signs of stress or tension; • is open and accessible to the environment; • is lively, full of energy, radiates; • expresses self-confidence and self-assurance. |

Involvement scale (Ferre Laevres)

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

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

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>Exploration How do they build on their initial work? Do they challenge/extend it? Do they collaborate to learn and extend their work through different contexts? What resources, interest and support will be needed to progress?</p> | |
| <p>Fixation How do they extend/develop it? What resources, what do they need to extend it? What new skills, and experiences support different contexts? Are they extending to new contexts/learning?</p> | |
| <p>Fluency Can they apply what they have learned to new contexts? Do they show a deep understanding of the concept? Do they demonstrate independent learning? What evidence? How long will it take to learn this?</p> | |
| <p>Initiation How do they start/engage in the work? How do they interact? Are they working collaboratively and independently using learning activities? How well are they starting/engaging in the work? What evidence will this be?</p> | |
| <p>Anticipation Is the pupil demonstrating confidence in their own abilities? Is the pupil demonstrating confidence in others? Is the pupil anticipating what others will do? Do they show awareness of their own and others' learning? What is the pupil's understanding of class and others?</p> | |

Engagement model observation



Name: _____

Date of observations: _____

Time: _____

Location: _____

Staff: _____

Activity / LO = _____

| Engagement Area Questions: | Observation | Engagement Area Questions: | Observation |
|--|-------------|---|-------------|
| Exploration Have the pupil looked at their letter model? Do they understand it? Do they contribute to the explanation? Do you understand their contribution? What is the main idea of the pupil's contribution? | | Participation Can the pupil understand the model and explain it to the class? Do they share a common understanding? Do they understand the main idea of the model? How long? | |
| Explanation Have they identified the main idea? What are the main ideas of the model? What are the main ideas of the model? Are they contributing to the model? Are they contributing to the model? | | Initiation Have they identified the main idea? Have they identified the main idea? Are they contributing to the model? Are they contributing to the model? How well are they contributing to the model? | |
| Anticipation Is the pupil understanding the model's explanation? Is the pupil understanding the model's explanation? Do they share a common understanding of the model? What is the pupil's understanding of the model? | | | |

| | |
|------------|---|
| Working | 1 |
| Engagement | 1 |

| |
|---------------|
| 1 - No change |
| 2 - Yes |
| 3 - Yes |