



# 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 Birth to 5	Twinkl Phonics	Wellcomm (8/10 skills achieved)	Age and Stage - EYFS Development Matters / ARE
<b>Range 1</b> birth to 6 months 6 – 12 months		Section 1 6-11 months	Birth to 3
<b>Range 2.</b> 12-18 months		Section 2 12-17 months	
<b>Range 3.</b> 18-24 months		Section 3 18-23 months	
<b>Range 4.</b> 24 – 36 months	Level 1 phonics	Section 4 24-29 months	3 to 4 years
<b>Range 5</b> – 36-48 months	Level 1 phonics	Section 5 30-35 months	
<b>Range 6</b> - 48-60 months 60-71 months	Level 2 phonics	Section 6 36-41 months	Children in Reception  ELG
	Level 2 phonics	Section 7 42-47 months	
	Level 3 phonics Level 4 phonics	Section 8 48-59 months Section 9 60-72 months	
<b>Range 7</b> Year 1	Level 5 phonics		Year 1
<b>Range 8</b> Year 1	Level 5 phonics		Year 1
<b>Range 9</b> Year 1	Level 6 phonics		Year 1
<b>Range 10</b> Year 2			Year 2
<b>Range 11</b> Year 2			Year 2
<b>Range 12</b> Year 2			Year 2
<b>Range 13</b> Year 2			Year 2
<b>Range 14</b> Year 2			Year 2
<b>Range 15</b> Year 3/4			Year 3 / 4
<b>Range 16</b> Year 3/4			Year 3 / 4
<b>Range 17</b> 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 Experienced to Emerging Supported Skill to Working towards to Almost Achieved, Achieved needs consolidation or to Mastered. 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, Level 1 phonics, Phonics – Word reading/phonics and Phonics – Writing, Communication and Language – Attention, Listening and Understanding and Speaking, Life skills and Physical Education.

A baseline booklet has been produced to support the Literacy and Mathematics baseline. Wellcomm is used to support the baseline for communication.

#### **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**

The Reception Baseline is carried out with any pupil, who the Reception class teacher feels is able to access the materials and socially and emotionally manage the baseline process. Due to the complex needs of the Reception cohort most if not all children are disapplied.

These are taken at the end of 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 children's achievements during Play and Learn and Independent activities.

Observations are recorded on an overview sheet with photos if possible attached to a separate sheet.

See Appendices  
Observation Sheet

### 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 if needed 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 generated from Solar which outlines skills that have been marked on the mark book. 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 Solar 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.

Each Range is the equivalent to 100%

The average progress group is Group 2

Group	
NA	Child is not yet accessing this part of the curriculum or has already achieved this area
1	Will make up to 10% progress over the year
2	Up to 25% progress
3	Up to 50% progress
4	Up to 75% progress
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"> <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>

Name

Any other information

PSED

Communication and Language

Physical Development (Fine and Gross motor)



Literacy	Maths
EAD	UW



Name:

Date of observation:

Time:

Location:

Staff:

Activity / LO –

Engagement Area Questions:	Observation	Engagement Area Questions:	Observation
<b>Exploration</b> How do they build on their initial reaction? Do they notice/reach out? Do they continue to be responsive to the same stimulus in different contexts? Which stimulus interest the pupil, motivate then to pay attention?		<b>Persistence</b> Can the pupil sustain attention and actively find out more? Do they show a determined effort to interact? Do they demonstrate intention changes? What are they? How long are they maintaining engagement in an activity?	
<b>Realisation</b> How they interact with new stimulus? What behaviours show that they want more control of the stimulus? What new skills and used in new ways or different contexts? Are they continuing to be excited in their learning?		<b>Initiation</b> How much investigation of a stimulus does the pupil show? How do they interact? Are they investigating spontaneously and independently during familiar activities? How well are they developing independence? What does this look like?	
<b>Anticipation</b> Is the pupil demonstrating prediction, expectation or association between a stimulus and event? Is the pupil anticipating when familiar activities are starting/finishing? Do they show awareness of familiar activities with reduced prompts? What is the pupils understanding of cause and effect?			

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

Photo

Progress towards target	
1 – Experienced	
2 – Emerging supported skill	
3 – Working on it	
4 – Almost achieved	
5 – Achieved, needs consolidating.	
6. – Mastered change target	



Name:

Date

Photo

## Engagement profile

Engagement Area Questions:	How do I show this ? What activities enable me to do this? What support do I need?
<b>Exploration</b> How do they build on their initial reaction? Do they notice/reach out? Do they continue to be responsive to the same stimulus in different contexts? Which stimulus interest the pupil, motivate them to pay attention?	
<b>Realisation</b> How they interact with new stimulus? What behaviours show that they want more control of the stimulus? What new skills and used in new ways or different contexts? Are they continuing to be excited in their learning?	
<b>Persistence</b> Can the pupil sustain attention and actively find out more? Do they show a determined effort to interact? Do they demonstrate intention changes? What are they? How long are the maintaining engagement in an activity?	
<b>Initiation</b> How much investigation of a stimulus does the pupil show? How do they interact? Are they investigating spontaneously and independently during familiar activities? How well are they developing independence? What does this look like?	
<b>Anticipation</b> Is the pupil demonstrating prediction, expectation or association between a stimulus and event? Is the pupil anticipating when familiar activities are starting/finishing? Do they show awareness of familiar activities with reduced prompts? What is the pupils understanding of cause and effect?	
What next with my learning?	<b>General –</b> <b>Maths –</b> <b>English –</b>