Harford Manor School

Foundations For Futures

Assessment, Recording And Reporting Policy

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Policy Aim

Assessment will provide for us a context in which we can measure and evaluate outcomes for individual pupils, groups of pupils and for the whole school. We will celebrate successes and consider ways in which we can make further improvements for future work. We will draw on existing good practice and that of other schools across the country, whilst keeping our pupils at the very heart of all we do.

Principles of Assessment at Harford Manor School

Assessment must:

- Begin with the pupil's individual barriers to learning
- Have a holistic approach to wider achievement
- Be manageable for staff
- Give parents/carers clear progress reports
- Give pupils (where possible) clear feedback on their progress
- Comply with national assessment systems
- Be done in collaboration with others through moderation processes
- Look forward to help equip our pupils to build solid foundations for their futures.

At the heart of effective teaching and learning is good quality, consistent and continuous assessment and recording. We cannot plan for progress if we do not have an understanding of where the pupil is and how he or she has arrived there. We are committed to giving all our children every opportunity to achieve the highest of standards. Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our children. These targets are generated from the pupil's Education and Health Care Plan (EHCP) outcomes and are broken down into our termly Personalised Learning Goals (PLGs).

Target Setting

Target setting is a significant strategy in the school for improving the achievement of pupils. It will only be effective if we remember that the child is at the heart of the process. The targets that we set are challenging, but realistic and consider each child's starting point for learning. We need to include in our model of progress those pupils for whom maintaining skills is good "progress" and we need to recognise the importance of generalising skills with different people and in different settings.

We should be able to recognise different types of progress and celebrate the achievements and attainments of our pupils. Our pupils can develop their self-esteem if they and others can celebrate what they have achieved. Complex Needs Schools are special because they are meeting the specific individual needs of their pupils. Targets must not lose sight of this and therefore need to measure an individual pupil's progress in relation to his/her individual needs and his/her previous progress. Objectives are set by teachers to ensure that

pupils are working on clear targets within lessons, this progress is evidenced through annotation in books, within Personalised Learning Goals (PLGs) and recorded within Earwig, which feeds into the End of Year report.

Structure

Harford Manor School has three data collection times each year at the end of every term. These enable all staff to understand the progress made and inform them about future learning. Senior leaders and teachers sample and moderate the assessment decisions of teachers on a termly basis, discussing with teachers and looking at evidence to ensure validity. Senior Leaders and teachers from Norfolk and beyond come together to moderate/validate assessment judgements, again on a termly basis.

Class teams have progress meetings to allow teachers and teaching assistants time to discuss and plan for improving learning. The Headteacher and the lead teacher for assessment meet with teachers and Higher-Level Teaching Assistants (HLTAs) towards the end of every term to discuss the progress of each pupil, review targets and plan for the next steps. The lead teacher for assessment reports to the governors on a regular basis.

Please see the next diagram to see this process in a more visual form. The diagram begins at the bottom and progresses upwards and demonstrates how assessment, recording and reporting fit within our school curriculum.

Measuring Holistic Progress

At Harford Manor we are passionate about what holistic progress looks like for each and every one of our pupils and our range of assessment routes which support us to recognise wider achievement and identify where additional support is needed. The particular pathway that each pupil takes will depend on their need, this will then determine their curricular route.

Earwig

An App and software package that enables staff to capture teaching evidence (pupils work, photographs, videos), make assessments, celebrate achievement and create timelines. We have Mapping and Assessing Personal Progress (MAPP) embedded in our frameworks, which allows staff to plan, assess and record progress in relation to personal learning intentions.

This provides a way to recognise lateral progression.

Harford Steps

These have been written using the EYFS profile and Early Leaning Outcomes, The National Curriculum, P'Levels and Equals schemes of work.

Autism Education Trust (AET)

Some pupils in the school use this framework to access suitable targets, these are particularly appropriate for our pupils within an Autistic Resource Base

and those on the Autistic spectrum. They are taught transferable skills in order to best equip them to be as independent, self-motivated, considerate and as active citizens as possible.

OCR Accreditation

Pupils in Key Stage 4, begin their journey towards accredited modules within OCR Life and Living Skills and progress through those appropriate to their need throughout Post 16.

Modules are set yearly within Entry levels 1 to 3.

Titan

Travel Independence Training Across the Nation is carried out in our Further Education class for those pupils for whom this is appropriate.

Personalised Learning Goals

Completed on termly basis, these targets bring together EHCP outcomes and key holistic aims, whilst keeping at the forefront the individual barriers to learning for each pupil.

First Aid Training

Once every 3 years The British Red Cross delivers basic first aid training to our Further Education class, for which the pupils receive a certificate.

Behaviour Analysis

This is done by the Head Teacher and Behaviour Lead using the incident forms uploaded onto CPOMs, Support and Intervention Plans and class monitoring. The behaviour lead provides feedback directly onto forms before staff load onto CPOMs and the Headteacher provides feedback by adding actions on CPOMs. If there is deemed a need for input/support for a particular young person then a Behaviour TACT meeting can be called. It is the culture at Harford Manor School that staff feel empowered to be 'critical friends' to support each other to ensure best practice. Norfolk Steps (Step On and Step Up) is an integral part of supporting the complex needs of our pupils. If staff witness anything which concerns them or which they need more information about they must report it to the Norfolk Steps instructors. Behaviour is analysed using CPOM custom reports.

Attendance

The school takes attendance very seriously, analysing it on a termly basis and monitoring it weekly. All pupil absence is followed up to ensure pupils and parents get any support they need.

Education and Health Care Plans (EHCPs)

EHCP's are the arena for parents, carers and professionals to discuss how the pupils have progressed against the outcomes, these are reviewed and

amended as appropriate. Whilst being a celebration of success they are also a vehicle to share how progress has been made and to see the impact of the strategies and if skills have been transferred to other settings.

Reporting and Feedback

Pupils are given feedback on their work, (please see marking and feedback policy.)

Student Involvement

We like to involve the children in the target setting process where appropriate and, wherever possible, negotiate and encourage them to set targets for themselves. Regular feedback from teachers makes children aware of how they can improve their work and achieve their target. Target setting for our children means that they have to make decisions about their own learning. This helps children learn more effectively by making clear what it is that they need to do next in order to improve.

Parents and Carers

The Education and Health Care Plan (EHCP) outcomes are discussed and set in consultation with parents/carers at the annual meeting. The Personalised Learning Goals (PLGs) are discussed at the termly parents' evenings which are held towards the beginning of each term, during this meeting the last terms progress is discussed and new termly targets are set and explained, with the option for parents and carers to suggest possible areas for their child to work on, which could support the child in the home environment also.

Reporting to Governors

Assessment data is shared annually with governors.

School Improvement

Each year we identify targets for school improvement within our School Improvement and Development Plan (SIDP). The targets that we set for children, help to determine the priorities within our SIDP. The governors of the school are involved in reviewing the targets of our School Improvement and Development Plan on a regular basis.

Lead Teacher for Assessment

The school has a named teacher responsible for assessment across the school. This postholder attends at least termly Assessment meetings with other named teachers from across Norfolk's Complex Needs Schools. These meetings are designed to enhance good practice in the Complex Needs School sector and to provide a means for moderation and improvement of standards. The postholder also attends cross county moderation meetings which occur annually.

Policy Monitoring

This Policy will be reviewed every 3 years.

Links to other Policies

The policy should be read in conjunction with the following school policies and procedures:

- Continued Learning at Home Policy
- Teaching and Learning Policy Statement
- Individual Strand Policies
- Marking and Feedback Policy