



Assessment, Recording and Reporting Policy

The following policy needs to be read in conjunction with other policies especially;

- Attendance Policy
- Teaching and Learning Policy

Delamere school is a primary special school for children with learning difficulties and complex needs, some of whom have an additional diagnosis of Autism.

The school is divided into departments where experiential, structured and independent learners can access a learning environment that suits their needs. One of the immediate purposes of our assessment system is to inform the decision about which department would best equipped to support individual pupil development.

We have high aspirations for our pupils and consequently have rigorous systems of assessment, recording and reporting.

AIMS

- To provide an accurate baseline of existing skills and achievements from which to measure future progress.
- To write a Professional Evidence report based on pupil assessment as part of the process in identifying a child's Special Educational Needs and Disability.
- To utilise accurate and comprehensive formative assessment of pupils' development to support the setting of aspirational tailored outcomes and contribute towards the Education, Health and Social Care EHC process.
- To continue to assess the progress and development of pupils by recording their attainment through B squared and their personal learning journey through Interactive Learning Diary or Target Tracker software.
- To recognise and implement the strategies and approaches that are required for children to remove their barriers to learning, succeed and reach their full potential.
- To maintain and robustly monitor appropriate and comprehensive records of a pupils progress and achievements as they move through school.
- To write an Annual Review Report for parents clearly showing the progress made over the year and commenting on progress made r/e previous year's planned outcomes.
- To maintain high standards of reporting to parents with regard to person centred approaches, and accessibility of information given.
- To offer opportunities for parents to attend a face to face meeting with their child's class teacher at least once a term.
- To ensure that all our pupils reach their full potential, including cohorts of learners who are in receipt of pupil premium ,looked after or previously looked after by the local authority.

ASSESSMENT

- A formative assessment of nursery children (or those new to education within the older age groups) is made by observation, interaction and in collaboration with colleagues from other agencies
- Assessment is made against Early Learning Goals for pupils of Nursery and Reception age. For pupils who join us at Year 1 or above assessment is made against P levels or with regard to the new National Curriculum standards.
- The B squared Assessment Tool is used to provide a baseline against which judgements are made in respect of individual progress in core subjects at Key stage transition points in particular.
- Assessment is ongoing and the B squared Assessment Tool is updated on a regular basis.
- Annual Review reports of progress and development are written in accordance with SEND code of practice 2014.
- A holistic and specialist approach using Personalised Learning Targets & a Holistic Achievement Record is followed when monitoring a child's progress and development. In this way, progress against physiotherapy goals, or learning to learn steps are valued and recorded with the same care and attention as academic attainment.
- Observations of learning are an important part of the continuous assessment, plan, deliver and review cycle. They are recorded by classroom staff teams using the Interactive Learning Diary [ILD] or Target Tracker in the EYFS. This provides evidence of a child's learning journey.

FEEDBACK & MARKING

- Feedback should be targeted at task and process level, rather than at the pupils as individuals. This means providing feedback on the work pupils have done, or how they have approached it, rather than saying, for example, "good girl"
- At Delamere we believe that feedback should:
 - Be positive
 - Be specific, accurate and clear
 - Provide specific guidance on how to improve
 - Be meaningful and tailored to the cognitive level of the child.
- Planning for teaching sessions should identify individual learning outcomes for each pupil. These outcomes will be subject based and / or related to the pupil's PLT programme which are in turn aligned with the EHCP outcomes.-
- Progress will be marked on individual pieces of work, and / or recorded as an observation on *Interactive Learning Diary* or *Target Tracker* as appropriate.
- In lessons those pupils who are able, will assess their own or others' learning in the lesson using a variety of strategies.

MONITORING

- The senior leadership team monitor all Professional Evidence assessment reports and Annual Review progress reports prior to sending to parents and the local authority.
- The senior leadership team monitor all Personal Learning Targets each term. These are written by class teachers in conjunction with multi - agency teams.
- B squared data is analysed every half term and any individually required interventions are identified and implemented
- Using the Group Analysis System [GAP] the progress of various cohorts of learners for example pupils who are in receipt of pupil premium or receiving interventions is monitored. Through this analysis we can ensure that all pupils are meeting expectations and can identify cohorts of learners who would benefit from further interventions.
- Individual pupil progress meetings for every child are held termly. A judgement is made on a pupil's progress using Delamere Progression Guidance which has been drawn from the guidelines issued by DfE in 2014, progression guidance from schools with similar cohorts, and Delamere's historical data. Any individual interventions required are discussed and identified at this meeting.
- During the summer term assessment data in core subjects is used to set challenging targets that maximise the potential for pupil progress at Delamere.
- Parental feedback is requested on annual review forms. Parents can access Interactive Learning Diary from home and contribute towards our understanding of their child's development by recording information about learning at home.
- Parents are invited to school to meet with class teachers at least once per term.

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