



Ravenswood School Assessment, Recording and Reporting Policy

Aims

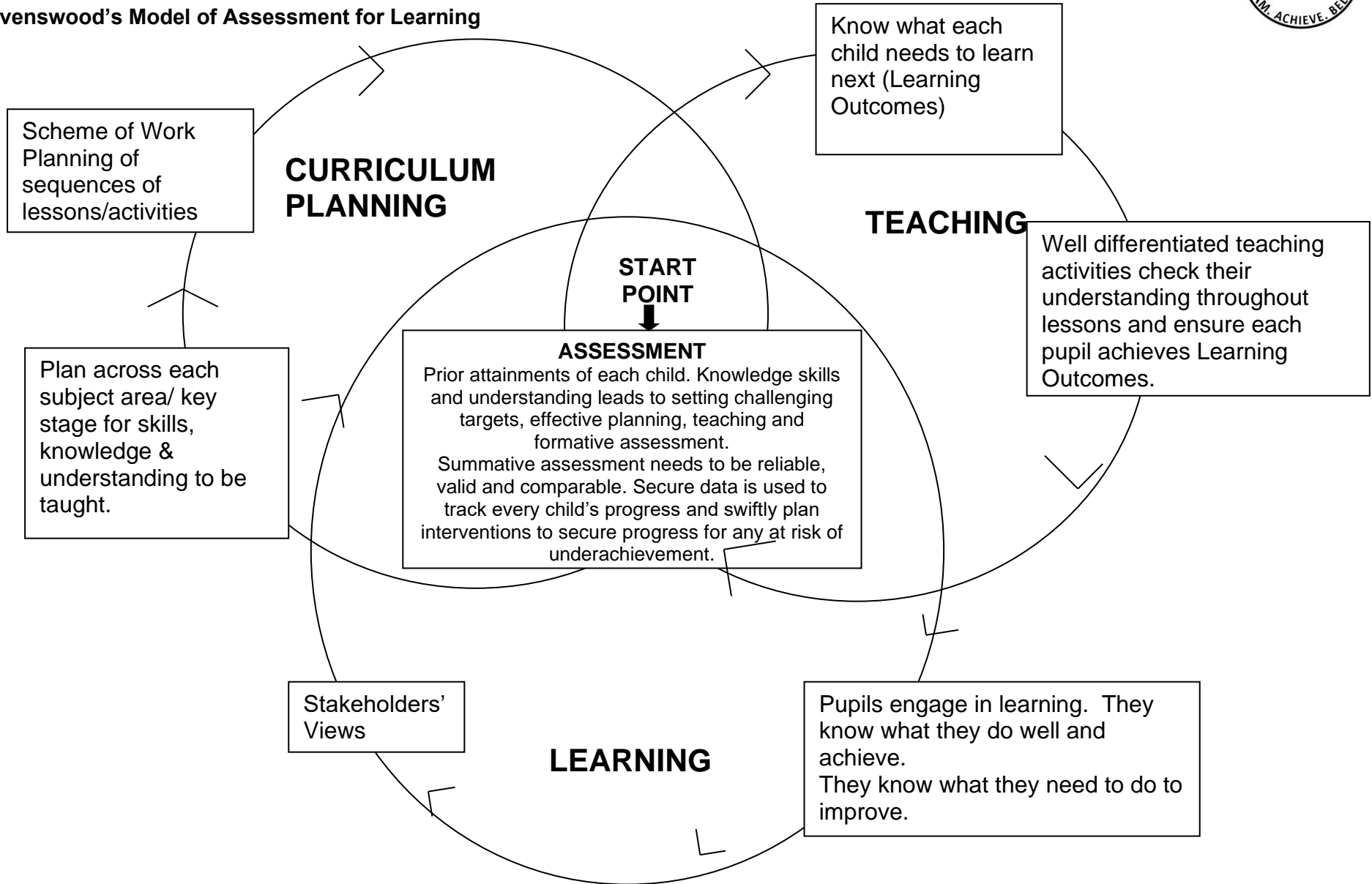
- To construct a positive framework for monitoring pupil progress which enables all those involved in the education of the child/young person to formulate realistic expectations and set challenging targets.
- To ensure continuity and progression in learning in all areas of the curriculum.
- To create effective and manageable assessment arrangements which are consistently applied and used by all staff to inform future teaching and planning
- To have a positive impact on pupils' attitudes, motivation and self-esteem by their own ongoing involvement in the assessment progress.
- To provide and use secure data based on pupil assessment and clearly evidenced in pupils' work.
- To provide meaningful reports to parents on their child/young person's progress and next learning steps.

Principles

Teacher assessment must secure three important objectives:

- It must be:
 - **Reliable** – assessment information and data must give an accurate indication of the levels of skills, knowledge and understanding attained by learners during the course of study.
 - **Valid** – an assessment system must ensure that the nature of the learning subject to assessment is readily identifiable from associated information and data;
 - **Comparable** – assessment information and data should allow comparisons to be made between different levels and phases of learning.
- Make secure judgements about the standard of pupils' work and what they need to do to progress.
- The assessment framework/Progression of skills provides data that can be used within the context of our system of school accountability that seeks to support the work of teachers and Headteachers in raising standards of educational achievement.

Ravenswood's Model of Assessment for Learning





Target Setting

Formative Assessment

- Challenging targets are set for each pupil in Communication, Reading, Writing and Mathematics. These are based on pupil's prior achievements.
- Expected Progress for a pupil is to achieve at least 30% of criteria within a level.
- Challenging Targets are set for most pupils to achieve 50% of criteria within a level.
- Outstanding Progress for a pupil is to achieve more than 50% of criteria within a level.
- Targets are also set in KS1-3 in all other subject areas that are taught.
- September, (or the term a pupil enters school) is the set time to review previous data and agree baseline assessments and set targets.
- Following teacher assessments in terms 2 and 4, Progress Review Meetings are used to plan interventions for pupils at risk of not achieving the challenging targets.
 - Assessment for Learning (AfL) is an integral feature of effective teaching practice.
 - Teachers use questioning and informal assessment to check pupils' understanding within lessons and re-shape teaching to ensure pupils achieve.
 - Supports pupils' evaluation of their own learning.
 - Subject leaders conduct work scrutiny checks to ensure that pupils are following the agreed scheme of work and that pupils are making progress in their subjects.

It is essential teachers check pupils' understanding and assess their learning during lessons, so they can re-shape teaching and ensure all pupils make good progress. Our main assessment strategies are:

1. Observation and Reflection –
 - What pupils can do
 - What pupils know
 - How pupils demonstrate their understanding
 - What pupils can communicate
 - How they react to given tasks and different situations
 - How they modify their learning strategies
 - The level of adult support needed to access a task
2. Discussion with
 - Individuals, during or following work tasks, supporting self-assessment
 - Groups, during collaborative activities (e.g. group craft work, joint problem-solving activities, board games), supporting self and peer assessment
 - The whole class when pupils are preparing for a task and/or reporting the outcome of a task or tasks



- Support staff working directly with a pupil for the lesson/ activity.
3. Questioning to check understanding
Adults use differentiated questions to encourage pupils to extend their answers and assess their understanding. This formative assessment is then used to shape and reshape teaching and guidance so pupils succeed.
4. Involving pupils in their own assessment and part of good teaching.
- We recognise the value of involving pupils in self-evaluation of their work.
 - Where possible, pupils are encouraged to reflect on their own work and to assess this in terms of reaching learning outcomes
 - Teachers provide appropriate structures for pupils to assess their work, progress and/or behaviour. In this way pupils learn to monitor their own performance.
5. Assessment tasks
At the end of topics/ units of work it may be appropriate for teachers to set an assessment task/test to check pupils' knowledge, skills and understanding of the work completed over the specific period.

Marking/ Feedback happens in the Practice and Apply Stages

- Marking/ feedback must be meaningful, motivating and manageable for the teacher and the pupil to inform next steps.
 - All work is marked (where possible with the pupil) in green pen
 - The adults working with the pupil(s) will record the level of support given in the task
 - S - hand over hand
 - P - visual or verbal prompt
 - I - independent
 - M – mastered
 - High quality verbal feedback will be given to the pupil so they know what they did well and how to improve.
 - // - is used to indicate where an adult has asked a pupil to revisit, extend their answer or try again
 - The pupil's next steps will be identified and recorded on the work using the following codes:
 - R- Re-teach
 - C- Consolidate
 - E- Extend
- This should then be reflected in the pupil's next task in that sequence of learning.



- For some pupils especially, those on the Social Communication pathway or in more practical subjects such as PE, staff observations/ photographs of the pupil's learning may be used to record pupil's knowledge and understanding of the task/ skill.

In depth marking should be completed for at least one piece of English and Maths per week and three pieces of work per short term for all other subjects (start, middle and end). This should include detailed comments on that pupil's individual next steps for that sequence of learning/ skill.

Summative Teacher Assessment

All subjects:

- At the end of terms 2, 4 and June teachers provide a Summative Assessment based on the Assessment Framework/ Progression of skills. These are recorded in a different colour each long term (autumn term- black, Spring term- green, Summer term- red)
- At each assessment point the teacher must provide 3 pieces of evidence to validate their assessment. This evidence is annotated in each pupil's progress folder. The Deputy Head Teacher and Head of Department monitor the quality of teacher assessments. Moderation exercises to secure teachers' assessment of pupils' Reading, Writing and Maths work are helpful and arranged three times a year.

KS4 pupils who are working towards accredited courses will complete the progression of skills for English and Maths in addition to their coursework, all other work is towards accredited courses which are submitted for moderation at the end of term.

Reporting on progress towards EHCP targets

Four individual learning targets are set and reviewed three times per year for each pupil to support their progress towards their EHCP Outcomes.

These are created in collaboration with the pupil and include how they would like adults to support them and what the final outcome will look like.

Reporting of progress towards end of Key Stage Outcomes

Pupil's progress towards their end of Key Stage Outcomes is recorded in line with their learning targets to track their progress in these key areas.

Teachers will report the progress each pupil is making towards these using the following terminology:

- **Emerging**- Pupil is showing the very early skills leading towards the outcome
- **Developing**- Pupil is beginning to grasp the outcome but still needs to consolidate this.
- **Secure**- Pupil can demonstrate the outcome consistently.
- **Exceeding**- Pupil is working above the expected outcome and is now working at a higher level.

Record Keeping

Teacher assessment information and pupils' self-assessment needs to be recorded in a manageable system that can be shared with other professionals,



used to inform report writing and to inform planning future teaching and curriculum development.

Written records of pupils' achievements and difficulties in learning are maintained in the following way:

- Work Folders
- Progress Folders; teachers' assessment and evidence
- Phonics Folders
- Reading diaries
- TEACCH Records
- Results of class-based assessment tasks/tests
- Learning Targets
- SATs
- Personal Social Development Assessments
- Course work and exams

Reporting to Parents

Parents are provided with clear and timely information on how well their child is progressing. This includes'

- Reviews of Learning Targets
- Progress towards End of Key Stage Outcomes
- Parents Evenings in Autumn and Summer
- Annual Reviews of EHCPs
- End of Year Reports

History of document

New Issue No.	Author/ Owner	Date Reviewed	Approved by Governors on	Comments
3.	School	Jan 2015 Pupil Committee	January 2015	
4.	School	Jan 16 Pupil Committee	January 2016	
5.	School	Nov 2016 Pupil Committee	November 2016	
6.	School	Nov 2017 Pupil Committee	29/11/17	Review in line with GDPR
7.	School	Dec 2018 Pupil Committee	19 December 2018	
8.	School	Dec 2019 Pupil Committee	4 th December 2019	
9.	School	Dec 2020 Pupil Committee	2 nd December 2020	Updated with updated marking procedures- focus on verbal feedback rather than written recording on work; included the role of support staff and subject leaders.