**ASSESSMENT POLICY:-**

This policy supports our aim to assess and develop pupils' communication, ensuring all pupils are maximising their communicative potential, through communication supportive practice.

An effective learning environment is one which is communication-rich. Staff support pupils' development through a recognition of how communication underpins children's ability to learn and to build relationships. Utilising a Total Communication approach, staff know the appropriate combination of systems to support each pupil individually. Staff have regular communication training to ensure skills and knowledge are kept up to date.

This policy was adopted on:- _____16.10.08_____ Date

Chair of Governing Body:-    _____ Signature

_____ Date

Reviewed:-              Autumn 2015_____ Date

To Review             Autumn 2018

**THE FOREST SCHOOL**

**ASSESSMENT, RECORDING AND REPORTING POLICY**

### Rationale

- Assessment, recording and reporting are integral to effective teaching and learning and should involve students, teachers, parents/carers and other interested parties.
- Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It also enables teachers to set appropriate work at the level necessary for the children's continuing progress.
- Summative assessment is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of an individual's future attainment.

This policy sets out the school's aims of assessment, recording and reporting:
- To recognise the full range of students' achievement, effort and experiences
- To offer all pupils an opportunity to show what they know, understand and can do
- To engender in students a sense of responsibility for their own learning
- To ensure all staff  plan effectively
- To provide our school with information to evaluate teaching
- To improve learning through specific, constructive, periodic feedback to teachers, parents / carers and pupils, which is acted upon.
- To inform the setting of success criteria and individual and group targets.
- To facilitate effective communication about students' progress
- To involve pupils, their parents/carers and other agencies in the pupils' progress

Assessment, recording and reporting procedures are also necessary to meet specific statutory requirements to parents / carers, governors, Local Authority and the Governing Body and other agencies, which may require them.

In order to achieve this we believe that:
- Records and evidence of assessment must be useful and manageable.
- Our judgements must be consistent.
-  A variety of assessment techniques, for example, observation, questioning (oral and written), photography, taping and drawing, will be used.
- Feedback needs to be both verbal and written and should where possible be target based.
- Assessment will focus upon national curriculum standards, specific lessons' success criteria or Early Learning Goals.
- Pupils will be involved in reviewing/self assessing their own and other children's work where and when appropriate.

- Effective assessment involves pupils, parents and other adults, as well as the teacher.

## Guidelines

The following guidelines provide a framework to ensure a balance between consistency across the whole school and flexibility between departments

In order to achieve this, the teachers in The Forest School will:

### Assessment

- Have a thorough knowledge of pupils
- Identify opportunities for assessing success criteria in the medium and short term planning in relation to skills and knowledge.
- Use success criteria as a means of engaging the children in their specific learning intentions and to identify elements of success for an activity through observations.
- ☐Keep records of assessment ( see Evidence of Achievement)
- Use a Foundation Stage Profile as the primary record of development for Reception class children
- Undertake summative assessments for all subjects in Primary and Secondary phases, which will be arrived at through teacher assessment
- Use other appropriate assessment tools eg. Spelling and Reading tests
- Carry out end of Key Stage SATs testing where appropriate
- Enter Key Stage 4 pupils for examinations in accredited courses, where appropriate
- Carry out mid year assessments to create targets for improvement for the end of year assessments and future targets
- Moderate work within their teams, with regular discussions taking place across teams to ensure continuity and progression across the school.
- Engage in moderation activities with other special schools in North Yorkshire, and mainstream schools working with pupils at similar levels
- Refer to the portfolio of moderated assessment exemplars for 'P Scale' assessment.

### Recording

- Ensure that records provide information about pupils which is clear, easy to interpret and useful.
- Highlight relevant sections of B Squared sheets to show what pupils know, understand and can do.
- Record data on the assessment database on server at the end of every six months and at yearly intervals
- ☐Update on an ongoing basis records of assessment informing the reviews
- Record assessed targets, every six months, on target database on server.
- Enter assessments and target data into CASPA system to enable analysis and comparison at cohort/whole school level.

### Reporting

- Give positive feedback to pupils about their progress, and achievements using examples of their work assessed against success criteria, to help them to understand their strengths and weaknesses

- Communicate with pupils, creating clear and understandable targets for their improvement. These targets will be either recorded in prominent places in the classroom or in pupil planners.
- Communicate information on their children's achievements, progress and targets at parent consultation evenings
- Write a full report to parents for annual reviews
- Communicate targets for improvement with parents at reviews and six monthly intervals
- Communicate at the end of each key stage both teacher assessments and SATS levels to parents/carer
- Communicate details of grades achieved in accredited courses, to parents/ carers, when published.
- Share information between staff in school, between dual placements, and at transition.
- Summative assessment data on server will be used at the beginning of a new school year to inform new teachers and will be used for target setting and the identification of intervention groups.
- Share summary information with governors at beginning, middle and end of academic year.

## Evidence of achievement

Will be recorded in a variety of forms including:-

- Marking in the pupil's books
- Annotated work samples
- Examples of levelled pieces of work
- Photos and video.
- Foundation Stage Profile
- B Squared assessment sheets
- Medium term plan assessment sheets
- Phonic/spelling records as appropriate to year group.
- Assessment database on server
- Target database on server
- Pupil's views – in discussion with staff, prepared for reviews – where appropriate
- Reviews on server
- IEPs ( found in Reviews on Server)

## Pupil File

Every pupil will have a class file, containing:-

- Pupil photo
- Current statement
- Current review notes
- Current IEP with targets
- Any behaviour change plans
- Any pen portraits written
- Observation notes
- Communications from parents/ carer

At the end of each school year, discussion of the content of the pupil files will be part of the liaison and programme for progression.

## Monitoring

The policy and practice will be monitored by the Assessment Co-ordinator, through the consultation process with staff. To ensure:-

- that the school has a clear assessment, recording and reporting policy, which is well founded in the purposes of assessment, and which supports pupils' progression and informs teaching judgements; and that these policies are effectively implemented.
- that statutory assessment tests and tasks are carried out in accordance with national guidelines
- that, together with the Headteacher, the school follows the correct procedures for these assessments.
- that all data that is required by the Local Authority is passed on at the correct time and that all such data is complete.

**This Policy was adopted by the Governing Body on 16th October 2008**

**and should be reviewed by the Governing Body in October 2015**