

Heart of the Forest Community Special School

Assessment, Recording and Reporting Policy 2023-24



Approved by:	HoF Governing Body	Date:	
Signed by Chair of Governors:		Date:	
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Website:	Yes	Type:	Statutory

1.0 Introduction

The process of assessment is central to helping children to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

Assessment should be integrated methodically into teaching strategies so that progress can be monitored and barriers to learning can be identified at pupil, class or whole school level.

Assessment at Heart of the Forest is seen as a vital component in support of high quality teaching and learning. It has to meet a broad range of needs covering EYFS, Primary, Secondary and 16-19 age phases. At Heart of the Forest School assessment strategies also need to cover a broad spectrum of need across our 3 pathways of learners.

This is primarily the responsibility of teachers, with input from the multi-agency team and support staff where appropriate. The aim of recording and assessment is to give a clear picture of where the learner is now and to inform future planning and lies at the heart of the process of promoting learning.

Assessment may be summative, a measure of what has been achieved against specific criteria or recognised norms, or may be formative, otherwise known as ‘Assessment for Learning’. This can be defined as,

“the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”

Where possible this process should be undertaken in partnership with the learners. All assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

2.0 Aims

The policy aims to:

Ensure effective and consistent assessment, recording and reporting across the school and to meet the statutory requirements concerning assessment, recording and reporting.

2.1 We will aim to:

- Facilitate individual progress and attainment for all our pupils through appropriate planning, recording, assessing and evaluation of their work.
- Ensure accurate recording and reporting to parents, statutory agencies and governors.
- Use the target setting process to build in challenge and to motivate pupils.
- Fulfil the process of writing Personal Curriculum Plans (PCPs), Education, Health and Care Plans (EHCPs) statements of SEN for Monmouthshire pupils and Annual Reviews.
- Recognise and take account of the variety of prior learning experiences, learning styles, special educational needs and strengths for all pupils.
- Identify achievements and plan for future progress.
- Ensure continuity and progression.

2.2 The purposes of the assessment at Heart of the Forest School are:

- to identify pupils' progress and needs, to evaluate the success of teaching and to motivate pupils.
- to embed ambition in all teaching through appropriately challenging target setting.
- to provide appropriate information for a range of audiences: pupils, parents, teachers, statutory bodies and other educational institutions.
- to enable teachers to show how they are fulfilling their aims and meeting requirements laid down by others.
- to recognise the achievements of learners

3.0 Implementation

At classroom level particularly, there is little intrinsic value in recording information as an end in itself but to view the whole continuous process of planning, recording and evaluating as a means of meeting learners' needs more effectively and of monitoring progress accurately.

In response to recent changes, that include a New National Curriculum and the removal of a national system of Levels, we have investigated and subsequently invested in a new whole school assessment system that has been developed by an outstanding Special School called WSP Steps. This uses a continuation of the P Scales on one scale that runs from P1 to P18 to measure small steps of progress through to GCSE level. This is recorded in a new system that is proving popular with many special schools called SOLAR. This software allows us to record all of our assessment in one place and has the flexibility for us to shape our assessment system to align more closely with our teaching. It also enables us to include our target setting and attach evidence in many forms.

As would be expected across a 3-19 age range, assessment strategies take many forms across the school. These can include teacher observations (important in the EYFS recordings in the Pupil's Learning Journey) questioning (linked with feedback and setting next steps) and more formal assessment of written or recorded work (in line with our annotation and feedback policy).

Formative assessment is the ongoing assessment that teachers undertake lesson by lesson across a school term and guides teachers in how to modify their teaching to enable pupils to achieve.

Summative assessment involves assessment at given points twice a year that involves more of a diagnostic judgement of what the pupil is able to do at that point. Subject leaders will collate and analyse this data. Accredited courses would be a further example of where this type of assessment is used. To support this process the phase leaders will hold face to face meetings with teachers to discuss pupil progress. The first ensures that target setting has the appropriate challenge, the second to identify any underperformance that needs intervention strategies and the third to assess each child's progress over the course of that year.

3.1 Assessment Framework

WSP Steps were introduced in 2019 (replacing B Squared and CASPA) when all pupils across the school were baselined. There are two assessment data drops across the year. Targets are set early in the autumn term and these are reviewed mid-year to assess progress against these. If necessary, any identification of underperformance can be addressed and intervention strategies put into place to rectify this.

3.1 Assessment Cycle



3.2 Assessment across the school

At Heart of the Forest Community Special School, pupils are assessed in Literacy, Numeracy, SMSC and PE up until KS5. In KS5 pupils are assessed in Literacy and Numeracy only.

	Pathway 1 (pre-formal curriculum)	Pathway 2 & 3 (semi-formal and formal curriculum)
EYFS (1 year)	Pupil Learning Journeys Early Years Framework on SOLAR	Early Years Framework on SOLAR Early Years Baseline in first 6 weeks
KS1 (2 years)	Engagement Model	Year 1 Phonic Screening if appropriate Wilson P Steps
KS2 (4 years)	Engagement Model	Wilson P Steps End of Key Stage tests (replacing SATS) if appropriate or Teacher Assessment for statutory reporting
KS3 (3 years)	Engagement Model	Wilson P Steps
KS4 (2 years)	Engagement Model	Wilson P Steps
KS5 (3 years)	Engagement Model	Post 16 Milestones

4.0 Recording and monitoring progress

Progress across the curriculum is recorded in terms of attainment, in a number of ways, often formally. However, there are many opportunities where achievement and progress are identified and assessed, sometimes on a more informal basis.

Staff use records to review pupils' progress in a number of contexts, set appropriate targets and use them to form the basis of reports.

At Heart of the Forest many opportunities present themselves to assess and measure progress. These include:-

- Solar and WSP Steps Assessment
- Staff planning documents
- Pupil work books
- Internal & External accreditation at Key Stage 4 and Post 16
- National tests at Key Stage 1 and 2 as appropriate
- Displays
- Performance in assemblies, school productions and concerts
- PCPs- short term targets
- Annual Review/ EHCP meetings – Annual Targets
- Termly pastoral care meetings
- Weekly staff / departmental / meetings
- Annual report to parents
- Star of the week awards
- Sports awards
- Presentation evening/ prom
- Observations in playground and social situations and offsite educational visits

5.0 Accreditation/Qualifications

At Key stage 4 and 5 pupils follow accredited courses which are determined by their attainment at that age. This is dependent on the pathway that each pupil is following and may include OCR and/or ASDAN accreditation and/or functional skills entry level examinations. At Key Stage 5 pupils continue to follow accreditation in ASDAN towards Independence.

6.0 EHCP / Statement Reviews

Every effort is made by the school to encourage parents/carers to attend the Annual Review meeting for their child. The meeting is arranged by the Annual Review Administrator, in consultation with the class teacher. Other professionals involved with the child will be invited as appropriate. A proforma is sent to the parent before the review so that they may express their views in writing. Pupils will be invited to attend for part of their review where appropriate. The prime purpose of the meeting is to review the learner's statement (Wales) or EHC Plan and decide if it still gives an accurate picture of their special educational needs or if it needs amending. It also gives the opportunity for parents and those directly involved with the child to review progress and agree priorities/outcomes for the coming Key Stage. These are evaluated at the next review.

Parents/carers are asked to sign the Annual Review form and are invited to add any written comment. One copy of the Review is then placed in the learner's central file and another is sent to the SEN department of the LA who will amend as required. A copy of the final statement or EHC plan will be held in school.

7.0 Transition Reviews

The Code of Practice embodies the requirements for all pupils to have a multi-professional transition plan. Transition reviews occur at every review from Year 9.

An independent advice and Guidance consultant is employed by the school to provide independent support to pupils and families. Written contributions from the school team are part of the material assembled for the Review. Representatives from other services such as child health and social services are invited to the meeting and asked to submit reports for distribution prior to the meeting.

8.0 Multiagency Assessment, Recording and Reporting

Each member of the school interdisciplinary team is responsible for assessing a learner's needs in relation to their own area of work. In doing so they use assessment and recording parameters agreed as part of their own professional standards and contractual arrangements. However, the strength of the provision is that such information can be readily shared with both parents and class teams working with learners.

From time to time other professionals may be involved in developing strategies for a particular child. The educational psychologist will make assessments as part of the Formal Assessment Process or if there is a particular element of provision which needs review. Advisory teachers for learners with visual and/or hearing impairments or communication needs may be involved with individuals. They will carry out assessments and be involved in planning and reviews for the child in consultation with the class teacher.

9.0 Home Communication

Diaries are used through the school by staff and parents/carers to relate messages and news about home or school experiences. As the majority of learners travel on school transport, the diaries form a very important link between the family and the school. Termly newsletters are also shared on the school website to inform parents what their child is learning each term.

For information on recording of pupil data including medical and attendance data please see the relevant policies.