

THE PAVILION ASSESSMENT, RECORDING AND REPORTING POLICY

This should be read in conjunction with the 'Practical Guidance on Assessment, Recording and Reporting' document.

1 Aims and objectives

1.1 We believe that effective assessment provides information to improve teaching and learning. We give our students regular feedback on their learning so that they understand what they need to do better. This allows us to base our lesson plans on a detailed knowledge of each student. We give parents regular reports on their child's progress so that teachers, student and parents are all working together to raise standards for all our students.

1.2 The aims and objectives of assessment in our school are:

- to enable our students to demonstrate what they know, understand and can do in their work;
- to help our students understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each student;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the Headteacher and Management Committee with information that allows them to make judgements about the effectiveness of the school.

2 Baseline assessment and Induction

At the point of any referral to The Pavilion, referring schools are requested to provide prior and current assessment data. This prior achievement data is then recorded and can be reviewed to set challenging targets or to establish measures of progress.

Pupils are helped to settle through an Induction process that also enables baseline assessments to be taken in core subject areas. This provides a current working level in English, Maths and Science. Additionally, behaviour or social and emotional factors are assessed upon entry. These help to set appropriate progress target for students.

For outreach students being taught at home or in library settings, staff liaise with the home school which will continue setting work in order to prepare for smooth reintegration.

In Hospital Education, the process is adapted as follows:

When Staff first meet students and their parent(s) / carer(s) on Galaxy Ward staff ask if they know what National Curriculum levels the child is working at for English, Maths and Science. The child will then complete a short assessment in each core subject. Two targets are then set – academic target for a core subject and wellbeing target – for each morning or afternoon session of learning.

For those students who are returners, or likely to be returners to hospital education, staff contact the student's school on an annual basis, in order to collect key information on levels of attainment, targets, statement information and an overview of the curriculum for the year. When a returner is admitted a detailed log is kept (in addition to Daily Record Plan) stating what progress has been made since the student's last admission, and highlighting

next steps for learning. Staff also attend school meetings in relation to returning students, when appropriate.

3 Planning for assessment

- 3.1** We use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.
- 3.2** We use national schemes of work produced by QCA to guide our teaching. We use the assessment guidance in these schemes to help us identify each student's level of attainment.
- 3.3** We plan our lessons with clear learning objectives (see our Teaching and Learning Policy). We base these upon the teacher's detailed knowledge of each student. We strive to ensure that all tasks set are appropriate to each student's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual students who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

4 Target setting

- 4.1** Every school is required by law to set targets in mathematics and English each year for those students who are in Year 8. We set targets in mathematics and English for all our students during each academic year. We discuss individual targets where necessary and communicate these to parents. We review the progress of each student at the end of the academic year and set revised targets. These targets are focused on national Curriculum levels. In year 11 individual targets are set for the range of subjects and qualifications being taught.
- 4.2** We also set targets for other areas of work in school. We encourage the students to set targets that are linked to their individual working habits. The students themselves take part in setting and reviewing these on a regular basis. These targets are about understanding and skills within the areas of work. We involve parents and carers in this process whenever possible.

5 Recording

- 5.1** We recognise various methods of assessing a student's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning on a TRAP (TRACKING RECORDING AND ASSESSMENT OF PROGRESS) recording system.
- 5.2** We plan our lessons with clear learning objectives (see Teaching and Learning Policy). On our Cumulative Record Sheets we record only those students who fail to meet the learning

objective, or who achieve more than was planned, so that we can take the needs of these students into account when planning for the next lesson. Where the majority of the class makes the planned progress, of course, there is no need to record this. We use our cumulative records as a record of progress measured against learning objectives.

5.3 We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum and the needs of the young people. Our teachers record the progress of each student against these broad objectives. This enables them to make a judgement about the work of each student in relation to the National Curriculum level of attainment. The judgements are recorded on our TRAP system allows us to monitor the progress of each student. Teachers share this information with other readers to inform planning and further progress.

6 Reporting to parents

6.1 We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns.

6.2 Each term we inform parents about their child's progress. At the first meeting of the school year we set new targets and for those students that were with us the previous year, review what was previously identified. At the second meeting of the year (which we hold during the spring term) we evaluate progress as measured against the targets. At the third meeting of the year we review a written report and targets.

6.3 During the summer term we give all parents a written report of progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum and on Religious Education. In this written report we include a space where the student can offer their own evaluation of their performance during the year. We also include a space for parental feedback.

6.4 In reports for students in Year 9 we also provide details of the levels achieved in the national tests, if available. In reports for students in Years 10 and 11 include details of progress towards their qualifications.

6.5 Each of our teachers provides parents with a termly report that identifies academic and behavioural achievement and targets.

7 Feedback to students (see Practical Guidance document)

7.1 We believe that feedback to students is very important; as it tells them how well they have done and what they need to do next in order to improve their work (see Teaching and Policy). We have an agreed code for marking, as this ensures that we all mark in the same way (see Marking Policy).

7.2 We give students verbal feedback on their work whenever possible. We usually do this when the students are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the student's work during marking. We give written comments to students of all ages. We do not always aim these comments at the student; quite often we write something that is useful to both parents and teachers.

7.3 When we give written feedback to a student, we try to relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the students needs to do next in order to improve future work.

7.4 We encourage the students to make positive comments about their own work.

7.5 We allow time during the lesson for the students to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the student's work.

8 Consistency

8.1 All subject leaders keep examples of student's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the levels of the student's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

8.2 It is each subject leader's responsibility to ensure that the samples that they keep of student's work reflect the full range of ability within each subject.

8.3 Our subject leaders will also obtain examples of work from our local secondary schools, as we believe there should be a common understanding of standards right through the education process.

9 Monitoring and review

9.1 Our assessment co-ordinator is responsible for monitoring the implementation of this policy. We allocate special time for this vital task. The co-ordinator uses this time to inspect samples of the student's work and to observe the policy being implemented in the classroom.