

Issue Date: July 2023 Issue 4	MAPLE RIDGE SCHOOL Policy	Next Review Due July 2025
Assessment, Recording and Reporting Policy (Impact)		

Introduction

The purpose of this policy is to set out the agreed principles for assessment, recording, reporting and marking at Maple Ridge School, which reflect our school teaching and learning policy.

We believe that assessment will:

- Help to identify the next step in the child's learning;
- Provide feedback to teachers on individual pupil performance;
- Be an integral part of teaching and learning and be built into our planning;
- Encourage the setting of learning targets by pupils and teachers and provide opportunities for pupil self assessment;
- Support the development of self esteem and self confidence by recognising and giving credit for achievement;
- Assist in the evaluation of children's strengths and weaknesses;
- Provide information about progress for discussion with parents/carers;
- Provide evidence to be considered at the annual review;
- Provide evidence which can be used to support professional judgements;
- Provide information to evaluate whole school performance e.g. teaching, planning and resourcing.

Planning for Assessment

In order to match work to pupils' ability, diagnostic and formative focussed assessment opportunities will be planned for by individual teachers through the use of a blended assessment system including components from:

- The Engagement Model
- The Early Years Foundation Stage (EYFS) Framework and Early Learning Goals (ELGs)
- Key performance indicators (KPI) for children in KS1 and KS2 - in English, Maths, Working Scientifically, Science Topics and the foundation subjects
- Group curriculum plans for English and Maths
- I.E.P.'s (Individual Education Plans) based on the child's EHCP long term and annual targets
- School based records for English and Maths e.g. RWI assessments and diagnostic number assessments

Feedback, Marking and Annotation

At Maple Ridge we believe that for feedback to be helpful to a child it needs to be appropriate to the level of understanding and communication level of each individual child and it needs to support a child to improve their learning. Therefore, in this school the feedback will take different forms depending on the needs of the child but the over-riding principle is that it should help the child to improve.

The feedback provided will include:

- Verbal feedback of whether the child has achieved their target and next steps
- Verbally correcting a child's misconceptions during an activity

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- Redirecting a child (verbally) to look/try again
- Reminder of skills that apply to the activity

Marking:

One form of feedback is marking of work produced (in books or on paper).

At Maple Ridge we believe this is only appropriate if

- the child is recording on paper
- the child is able to read/understand the marking

The teacher will mark one piece of work a week for English and Maths. This will take the form of highlighting something the child has done well using a green pen and identifying a small improvement/next step in pink pen. Following this, children should be encouraged to reflect on their work and that the concept of checking their work and trying to improve it is taught to them. This should be done at the level that is appropriate to their needs, which could include the opportunity for them to highlight something they have done well and next steps themselves.

Marking is for the child to help them improve their work. Annotating work is to inform the adults and identify the context of a piece of work to support its use as evidence of progress in relation to a particular key concept.

With the above criteria in mind any piece of work must be dated and annotated as to the level of support the child received by the adult who worked with group or child. This may be annotation (including pick/green highlighting) of the written work, a photograph or video or observations made by an adult of an activity. These annotations should be linked to the key concept, skill or learning objective focus and indicate how much support a child needed to complete the activity.

Work produced and evidence gathered for all subjects should aid assessment and moderation. This should be kept for one year and the most current work should be passed to the new class teacher at the beginning of the academic year.

Assessment records for each child are held electronically with any evidence attachments to support judgements. These should be updated regularly and be used as an ongoing assessment tool to inform planning as well as for summative assessment.

English/Maths

Progress is recorded against the lesson objective and group/individual objectives set by the adults working with the children and these inform short term planning. Progress is annotated with dates on the group/individual plan and highlighted on the electronic assessment tool. New targets are then set at least termly. Informal evaluations are also made on short term planning.

Assessments using the Read Write Inc scheme are completed as a baseline where needed and then three times a year, usually at the end of a term. For those children whose progress is a concern this

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tracking will be completed half termly.

Some elements of standardised assessments may be completed as individual children master an assessment level in an area of learning equivalent to attainment at the end of a National Curriculum Year. For example, if achieving above 85% of MR9 in reading, the individual may complete some assessment elements from past KS1 SATs papers. This will enable teachers to use the additional information to contribute towards moderating teacher assessment, and identifying any gaps to be addressed.

Foundation Subjects, Science and PSD

The intended learning outcomes against key concepts and skills are identified for each topic and subject. Ongoing teacher assessment informs the medium-term planning and is highlighted on the electronic assessment tool. Informal evaluations of a child's understanding of a concept are recorded on the short-term planning to inform the following week's planning. Children are then assessed at the end of a topic to indicate and measure progress. These will be used to support summative assessment using the key performance indicators and to write the report to parents at the end of the year.

Assessment records:

Every child has an electronic record of their continuous assessment and progress which teachers should ensure is up to date at least half termly. These should include all subjects.

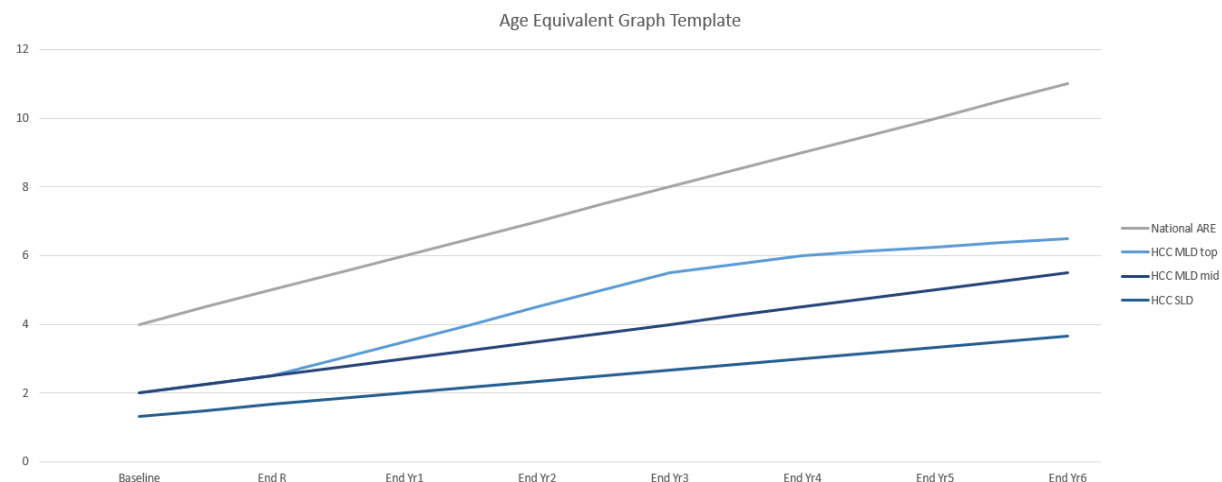
Attached to highlighted statements can be notes to reference evidence in books, pictures and videos to support progression judgements.

Key Performance Indicators of Progress and Key Concepts

In September, the understanding of key concepts for new children are assessed and recorded, and those for existing children are agreed and any changes recorded. A prediction is made about the expected level of progression by the end of the year and key stage. Individuals are either given an SLD Target, MLD Mid Target or MLD Top target, this is based on which line on the age equivalent graph the child's progress and attainment indicates is the most appropriate target.

The document 'Criteria and guidance for making provision for children and young people with severe learning difficulties' published by the HCC Children's Services Department, SEN Service, Autumn 2016, has been referred to.

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This information helps to write the Group/ Individual Education Plans and is used at Annual Review meetings. The progress of each child is discussed by the class teacher with an Assistant Headteacher at the beginning of the Spring term, to inform any adjustments in planning that are needed mid-year. Discussions, resulting in plans for intervention to address challenges, are held regularly for any children for whom progress is a concern as identified by the class teacher, an Assistant Headteacher or if concerns about progress have been raised by others, including parents. These plans are reviewed and progress closely monitored until it is no longer of concern.

A summative assessment of how a child is making progress in relation to the key performance indicators and concepts is assessed and recorded before the end of each academic year. EYFS Profile for Year R pupils and End of Key Stage data for Year 6 pupils is submitted to the LA. Within school, all data is compared and examined to see what progress a child has made, if they have met their targets and to identify any children who may need further support in the next academic year. This also supports teaching staff to identify next steps in the next academic year and ensure a smooth transition.

Consistency in teachers' judgement of children's progress is supported by:

- Twilight staff meetings focussing on moderating progression against key performance indicators (half-termly)
- Half yearly meeting with an AHT
- Tracking children's progress by an AHT at least twice a year for all children and more frequently for children for whom progress is a concern

Annual Review Meetings

Each pupil with an Education and Health Care plan will have an annual review meeting to be carried out at the school, invitations are sent to parents and relevant professionals.

Teachers will complete the review on the hub. The class teacher should bring to the meeting copies of the child's target review (IEPs and GEPs), individual behaviour management plan, if they have

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one, and be prepared to comment on progress made and also draft objectives for the coming year. The teacher will also bring the children's 'Me Book' to share. Teachers must also ensure that each child's assessment records are up to date at the time of their review so data can be included in the review paperwork.

External Agencies

The educational psychologist, the speech and language therapist, the occupational therapist, the physiotherapist and any other relevant agency will be consulted regularly, according to each pupil's EHCP. Their presence and/or a written report will be requested at the annual review meetings, if required. Priorities for attendance at review meetings will be agreed between the relevant outside agency and the school.

Individual Education Plans

For the subjects of English and Maths the class teacher will write short term objectives, for all children. These are called Group Education Plans (GEPs). These will support the medium-term planning and provide the necessary differentiation.

The class teacher, in collaboration with the class team, also writes an Individual Education Plan (IEP) for each pupil, with short-term objectives linked closely to long and annual objectives set and agreed in the child's annual review. The objectives agreed during the Annual Review meeting, will be copied onto an IEP master for the next IEP review, following the meeting. The IEP should address these focus objectives, and refer to any therapy programmes or interventions agreed, including additional support for learners with English as an Additional Language (EAL). The plans should run across 2 half terms e.g. October-February, February – May, May – October.

The objectives written on these plans should be written in child friendly language using 'I can' statements. They should be SMART (Specific, measurable, achievable, realistic and time bonded) and reflect the targeted learning for each child. IEPs and GEPs should be in children's folders/workbooks to allow recording of progress to be made within these objectives and available to all staff throughout the day. They will inform ongoing planning. This also allows for children to have access to their targets and, where appropriate, be involved in the process of assessing their targets. Plans should be annotated with the additional support strategies used to enable the child to achieve them clearly identified, e.g. 1:1 teaching time, visual prompts, social story, etc. Progress is dated and annotated on the copy in the children's folders/workbooks. The completed plans are kept within the children's file/books and a copy of the completed plan is sent home once completed.

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Statutory Assessment

- Year R children who can access the assessment, will take part in the Reception Baseline Assessment.
- Year 1 and Year 2 children who can access the assessment, will take part in the Phonics Screening Check.
- Year 4 children who have met the required standard, will take part in the Multiplication Tables Check.
- Year 6 children who have met the required standard, will take part in KS2 SATs assessments.

Judgements about suitability to access statutory assessment will be made by AHTs in conjunction with class teachers, based on the criteria set out in the statutory assessment guidance.

Annual Report to Parents

The class teacher is to write an annual report for each pupil on the agreed school report form informing parents of their child's progress in accordance with statutory requirements. It must be completed by the end of May and submitted to the head teacher for additional comments. A copy will be sent home by the end of the academic year. Reports should be written in a style that is accessible to parents and should indicate areas of achievement.

Transfer

On transfer to another class within the school, the present class teacher should collect and pass to the receiving teacher the following:

- Pupils books/folders with work from the previous academic year.
- Annotated IEPs/GEPs completed since the last annual review, including new GEP for the coming term.
- Any therapy reports and recording sheets
- Current behaviour plan, pen portrait and individual visual resources to support these
- Me Books (representing pupils' voice for annual reviews)

Transfer to Secondary School

Teachers of Year 6 pupils will consult with the Assistant Headteacher (KS2) and compile the necessary documentation as required by the receiving Secondary School.