

Childwall Abbey School

A calm, safe and welcoming place in which to work and learn.

A place where everyone supports each other to achieve.

A place we enjoy coming to each day.



Policy for Assessment, Recording and Reporting May 2016

POLICY FOR ASSESSMENT, RECORDING AND REPORTING

Why Assess?

At Childwall Abbey School the key purpose of assessment is to develop learning. Continued monitoring of each child's progress gives a clear picture of what each child is understanding. It is important that the teacher knows what has been remembered, what skills have been acquired and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of our assessments help children become involved in raising their own expectations, celebrating their own achievement and increasing their self-motivation. Our assessments also provide information for others including:

- Parents to show progress/concerns, and involve them in the education process
- Other teachers to develop an informed view and help them to plan.
- Outside agencies to provide evidence of attainment
- Special Educational Needs Coordinator to provide evidence of attainment

Planning Assessments

At Childwall Abbey School we feel it is important to plan assessment opportunities in:

- What the children know
- What they understand
- What they can do

How do we plan?

Initial and long-term plans are completed termly. Individual subject plans are led by the relevant coordinators.

Short-term plans are completed each week at the teacher's discretion and activities, resources, assessment opportunities and evaluations are included.

The whole staff review assessment issues and procedures as and when appropriate.

Our planning identifies:

- What the assessment is
- Who it is for (individual, group, class)
- What evidence will be collected

These might be discussion or observations with notes taken, a photograph, children's work, results of tests, etc.

Teaching Strategies and Learning Opportunities

At Childwall Abbey School we provide for differing abilities and strengths through the use of a variety of activities and materials. We provide learning experiences which accommodate a variety of learning and teaching styles.

(Class activities may involve pairs, groups, individuals or whole class work).

Differentiation

Differentiation is a planned process to maximise potential based on individual needs.

At Childwall Abbey School we actively involve children in a range of activities to develop flexibility in their own learning experiences. We are aware that there are many differences between children, not just 'ability', and build on what individual children know and can do.

Evidence

Evidence is information that supports a judgement:

- To chart progress and achievement
- To evaluate curriculum provision and learning experiences
- To inform other staff in school
- To contribute to EHC plans, Annual Reviews and Reports

Keeping Evidence

A wide range of evidence is kept in the form of:

- Assessment files - kept by subject teachers
- Long-term topic plans
- Individual trackers for specific children
- Variety of reading and language records
- Children's books
- Test results
- Self-assessments
- Spectrum Folders showcase class work, certificates of achievement
- Intervention records showing improvement/next steps

Evidence of Self-Assessment

Diagnostic Assessment

Diagnostic assessments are also carried out by the teachers to help identify strengths and weaknesses of individual children.

This is done through:

- Education Health Care plans
- Baselining on entry to school and regularly updated/renewed
- Checklists
- Specific activities/tasks

These can be linked with support agencies through the SEN Coordinator.

Summative Assessment

Summative assessments are also used to help us decide what a child can do at a particular time.

This is done through:

- Assessments for specific tasks - at the end of a topic or after teaching a specific skill or concept
- Termly assessments for curricular records - use of Classroom Monitor
- Where appropriate, end of Key Stage results - SATS for relevant groups
- Reports: autumn and spring at Parents' evenings- verbal, summer - written in Annual Reports

For Evaluation

Our assessments also help teachers evaluate curriculum provision and learning experiences for individuals, groups, classes, year groups.

Ways of Assessing

Teachers at Childwall Abbey School assess in a variety of ways using sophisticated techniques of assessment.

These are:

- Observation
- Speaking and listening
- Hard evidence - teacher/child work, test/task

Standardised Assessment

In our school the standardised assessment tools most regularly used are:

Salford Reading Test

Vernon Spelling Test

Wigan LEA Numeracy Centre Test

Recording

Recording needs to be ongoing, manageable and useful

At Childwall Abbey School the purpose of recording is to:

- Help teachers monitor children's progress - many of our records, for example reading, daily work, records of achievement, are shared with the children. The sharing of these records helps motivate the children
- Recognise achievement and celebrate this with each child. This is achieved through:
 - Spectrum Files which value children's achievements in and out of school
 - Adoption of a PHSE policy which offers suggestions for motivating children (linked closely to ASDAN modules)

- A positive approach to marking
- Use of Merit System and Praise Assembly to encourage and motivate pupils' good work, behaviour and attendance.
- Note strengths and weaknesses to support intervention
- Inform planning and provide a basis for reporting to:
 - Children
 - Parents
 - Other schools
 - LEA
 - Government

What should we record?

At Childwall Abbey School we record:

- Children's progress in all National Curriculum - these are recorded on Classroom Monitor.
- Strengths and weaknesses - appropriate comments are made on curricular records
- Qualities, skills, achievements and interests - these are recorded in Spectrum Files and in Reports and Annual Reviews.
- Individual needs are identified through individual assessments

Records are kept of identified SEN

What records are kept?

Annual Reviews

Annual Reports
Classroom Monitor
Vernon Spelling Test
Salford Reading Test
Wigan LEA Numeracy Centre Test

Records of Achievement

Each child has a Spectrum File. In it are placed:

Records of Attendance

Samples of work - annotated and marked

Self-evaluation sheets

- Certificates and awards in and out of school
- Photographs

This record belongs to the child and is used to motivate them to develop a sense of achievement and raise self-esteem. It is also a valuable element of Parents' Evenings and Annual Reviews.

Reporting

Written Reports

The report format provides opportunities for comments by:

- Child
- Class teacher
- Parent
- Headteacher

This report is shared by the teacher with each child. It belongs to the child.

Our reports are summative and informative, they provide information on children's progress and achievements throughout the school year. The reports are written in the summer term, near the end of the school year. A child's attendance record is noted including authorised and unauthorised absences. Opportunity is given for parents to discuss the report with the class teacher.

Individual home/school books are provided for some children so that general information about achievements, behaviour etc can be shared on a regular basis, through two way communication.

Verbal

Parents' Evenings are held twice a year. Parents have the opportunity to discuss their child's progress with the class teacher. School records are used to inform these meetings.

Personal contact with parents on a regular basis before and after school, varies from child to child and teacher to teacher as circumstances dictate.

Coffee mornings are provided covering various areas of curriculum and school life e.g. reading, transition, E-safety, ASD/C etc

Supporting pupils on the autism spectrum.

We use a range of multi-sensory teaching and learning styles. We use a number of common fundamental principles that make for successful teaching of pupils on the autism spectrum.

These include:

- Intensive, structured and purposeful teaching.
- Clear, unambiguous and explicit instructions and teaching strategies.
- Use of repetition to consolidate.
- Re-teaching in different contexts and in different ways, not assuming that the pupil has understood because they have repeated or demonstrated something.
- Using a communicative form that the pupil understands and can use to convey ideas to others i.e.: visual, auditory or

kinaesthetic learning, giving students the opportunity for learning to be achieved through experience of the world.

- Giving opportunities for learning with a personal meaning that is interesting and motivating.
- A high level of adult support and tuition.
- Access to 'My Space' areas in each classroom
- Access to Mentors and Intervention staff
- Use of time out cards as required
- Regular staff training updates regarding ASD/C.#

e-safety awareness statement

1. e-safety awareness is a whole school priority and the responsibility of all stakeholders at Childwall Abbey School.
2. e-safety awareness is part of all staff's normal teaching routine.
3. e-safety awareness is incorporated into lessons and Schemes of Work.

C Piercy (Headteacher) May 2016