



## **Assessment, Recording and Reporting Policy**

### **1. Assessment**

Assessment is a means of identifying the progress which pupils make. It should help reveal what a pupil can do, knows and understands as well as assisting in the planning of a route for further developments. Assessment procedures at GANF seek to identify pupil's successes and highlight areas of development. Teacher assessments are an on-going practice and can show how well a pupil is developing across a whole subject, over a period of time. GANF uses a variety of assessments to meet the needs of individual pupils.

The purpose and aims of assessments are to develop the whole child and to continually improve the quality of teaching and pupil learning within the fellowship.

This will be done in the following ways:

- i. Through progressive assessment where following a course, pupils will be assessed to see what learning has taken place and to ascertain the effectiveness of teaching methods, pupil groupings and resources.
- ii. Formative assessments will use information gained through assessment to improve planning and address the continuity of learning to ensure future learning is matched to individual needs. Staff will assess work when completed by highlighting strands of the mission that they have covered; the assessed pieces of work will be useful when teachers assess the B Squared levels of pupils.

The Principles of assessment are that it

- i. Will be an on-going tool involving systematic observation and recording
- ii. It will be worthwhile and useful for teachers, parents, carers and pupils
- iii. It will provide continuity between teachers within GANF and between academies.
- iv. It will help the pupils to develop skills for reviewing and evaluating their work and behaviour and to participate in their own target setting for improvement

### **2. Forms of Assessment used**

#### **B Squared**

B Squared provides a means of assessing pupil progress below Level 5 of the National Curriculum in small steps and gives a helpful range of assessment for pupils who are working towards Level 1 from P levels. The target setting process is informed by the assessment so that appropriate targets can then be set.



## **MAPPS**

MAPPs tracks pupils who are making lateral progression. A significant number of PMLD pupils make very small steps during a year and this can be difficult to see against the P level descriptors. MAPPs allow us to show their progression by setting targets that can be tracked against a continuum of competency and ability against that particular skill.

Not all pupils are tracked on MAPPs, however a member of teaching staff can raise a case with the curriculum leader if it is felt that a pupil would benefit from this form of assessment. Pupils tracked on MAPPs still work towards their target for B – Squared.

## **Testing – Appropriate pupils only**

New Group Reading Test (NGRT) is a standardised group reading assessment that consists of multiple-choice sentence completion questions. NGRT enables specific staff to monitor the progress and ability of individuals and groups. It has been designed to be relevant and engaging to pupils and can be administered easily in the classroom.

## **3. Moderation and informing the Assessment process**

The following steps will be taken to moderate the assessment of pupil's work and progress and aid the process of keeping parents informed and assisting in the process of planning individual and group lessons:

- i. Internal moderation procedures to ensure that teacher assessments conform to the criteria required by Qualifications and Curriculum Authority (QCA)
- ii. Internal moderation to ensure that individual teacher judgments are corroborated to achieve 'best fit' rounded judgments when completing the B Squared individual pupil profile
- iii. Setting targets as part of the annual review process and setting next steps

Collecting a variety of evidence to support teacher assessments:

- i. Individual pupil assessment (BSquared)
- ii. Teacher notes/observations - medium term planning internal recording system

## **4. External Moderation**

GANF is part of an external moderation programme which includes a variety of schools within the county. There are two meetings for English, Maths, Science, PSHE and Computing every academic year where each school brings 3 pieces of internally moderated work from each key stage. This allows for internal moderators judgements to be checked. Reports from the moderation are then reported back to staff and governors.



## 5. Annual Review

This outlines pupil progress in the following areas:

- i. P levels or National Curriculum levels in all subjects covered
- ii. B Squared levels in English, Maths, PSD, science and computing/ICT
- iii. Pupils progress over the part of the year and progress towards meeting the overall objectives in the EHCP
- iv. Targets set in previous review or since EHCP was issued, and comments on levels of achievement to date
- v. Additional targets against which the pupils educational progress will be assessed during the coming year and at the next review
- vi. Pupils attendance throughout the year
- vii. Accompanying the Annual Review of Education Health Care Plan is a report on progress prepared by each of the subject teachers and by the Form Tutor which indicate:
  - How well each pupil is doing in all National Curriculum subjects
  - How well each pupil is doing in other subjects and activities which are part of the academy's curriculum
  - How well each pupil is getting on in general
  - Amendments are made to the EHCP, where appropriate.
  - All leads complete EHC trackers throughout the academic year, this ensures that all pupil outcomes are kept up to date.

GANF believes in providing regular opportunities for teachers to communicate with parents/carers about how their child is progressing and how they can support their child's learning. This process of communication is also supported by the use of home/school planners as a means of teacher/parent liaison.

## 6. Additional Tests

Assessment of and for learning is essentially ongoing, and should be seen as an integral part of a learning process. The main purpose of assessing a pupil is to enable him/her to make the best possible progress in the development of skills, knowledge and understanding.

Within six weeks of joining the school, pupils will be monitored closely, allowing teaching staff to gain an indication of an individual's levels. A reading comprehension test (NGRT) will be carried out and this information will be shared with the appropriate staff so that they can plan accordingly for individual's learning needs at that time. Relevant staff will meet to discuss progress of an individual and to carry out the process of base lining. Through teacher discussion and work analysis of an individual, a judgement will be made about the level to which the individual is operating at, in English (Speaking/Listening, Reading and Writing) and Maths. This will provide staff with benchmark information against which to monitor progress.



From these results and the previous test data, the individual can then go onto be benchmarked in all curriculum subjects. This benchmarking allows staff to have an understanding of an individual's level and the appropriate support can be given. These assessments will give staff the information needed against which to make comparisons, at a later stage, in relation to value added and pupil progress.

## **7. Assessments made by other professionals**

If a pupil is receiving speech and language support, occupational therapist and/or physiotherapy they will provide reports for the annual review. The pupil may also, if necessary, be monitored by an Educational Psychologist.

Assessments made by these professionals will be used to support the teaching strategies and learning outcomes for the pupil.

## **8. How is the data collected to be used?**

All information including B Squared will provide evidence of individual performance year by year with the same pupil.

- i. It will provide individual pupil performance against the class results.
- ii. It will provide individual pupil performance against LEA, cohort groups and special academies.
- iii. It will provide value added data
- iv. To monitor the achievement of different groups of pupils
- v. Pupil achievement in different subject areas.
- vi. To analyse whether pupils make consistent progress throughout the academy.

To identify what aspects of curriculum and teaching need to be strengthened.

- i. To inform Governors, Parents, Local Authority and OFSTED
- ii. To set yearly targets for pupils

## **9. Policy Review**

GANF considers the Assessment, Recording and Reporting Policy document to be important and the Senior Leadership Team will undertake a thorough review of both policy and practice each year and report to the Local Governing Body annually.