

# Planning, Assessment, Recording and Celebration Policy



Policy Number:	SU19	Originator:	Lukasz Miecznikowski
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## 1. Aim of the policy

This Policy outlines the process for planning and assessment within the School

## 2. Policy

### 2.1. Curriculum Planning Overview

Teachers at the Greater Horseshoe School plan work for the students they teach on a regular basis in order to set achievable targets. Personalised planning by all staff throughout the school ensures that work is matched to student's age, abilities, needs, experience and interests, whilst at the same time ensuring that there is progression, continuity and balanced subject coverage throughout.

Teachers plan on a six weekly basis using their long term plans and individual assessment for learning information (including baseline data). This medium term planning is taught, monitored and recorded following each session in a daily record. Individual Learning Plan progress is also formatively noted in this daily record. Student's progress is tracked throughout and a summative assessment made. Individual targets and six week plans are then amended / updated accordingly.

### 2.2. Assessment

At the Greater Horseshoe School the key purpose of assessment is to generate accurate and detailed data that will inform the teacher of the next steps necessary in moving students on in their learning. Continued monitoring of each student's progress creates a clear picture. It is important that the teacher knows what skills have been acquired, what concepts have been understood, and what skills have been maintained. This enables the teacher to reflect on what students are doing and informs future planning. The shared outcomes of assessments will help students become involved in raising their own expectations, celebrating their own achievement and increasing their self-motivation. Our assessments also provide information for other stakeholders including:

# Planning, Assessment, Recording and Celebration Policy



- Parents/carers/LA to show progress/concerns and involve them in the teaching process
- Other teachers to help them plan and gain informed views
- The Senior Management Team to provide value added evidence
- Outside agencies to provide evidence of progress and achievement

## 2.3. Planning Assessments

At the Greater Horseshoe School we feel it is important to plan assessment opportunities in:

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

The whole staff team works together to review assessment issues and procedures which operate at the Greater Horseshoe School on a termly basis.

Assessment opportunities are included in all teachers' long, medium and daily plans, and they form part of teaching and learning continuum.

These might be discussion or observations with notes taken, a photograph or video, students work files, results of tests, coursework, self-assessment, ROAs, baseline tests.

## 2.4. Teaching Strategies and Learning Opportunities

At the Greater Horseshoe 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.

At the Greater Horseshoe School we look to have an engaging starter within each lesson with a clear Objective and Outcome to support the learning. This is recorded each lesson alongside the targeted Individual Education Plan

Activities are provided according to clusters of choice, need or ability (that is in pairs, groups, individual or whole classes).

At the Greater Horseshoe School we actively involve students in as wide range of activities as possible to develop flexibility in their own learning approaches. We are aware that there are a range of differences, not just 'ability', and build on what individual students know and can do. Wherever possible, students are included in wider community settings to reinforce personal, social, and communication targets in an inclusive setting.

## 2.5. Evidence

Evidence is information that supports a judgement:

- To support the judgements of staff for formative, diagnostic and summative assessments
- To evaluate curriculum provision and learning experiences
- Information for other staff in school
- Information for other users such as parents, transition documents, support staff, Local Authorities and Government departments.

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

- Assessment files containing baseline information on all students which is updated every 6 months. This includes Initial Assessments; Communication Assessments;

# Planning, Assessment, Recording and Celebration Policy



Assessments for English, Maths, Science and PSHE; Social, Emotional and Behavioural Assessments, Basic / Essential skills Assessments and Risk Assessments

- Record of Achievement file for each individual child
- Dictaphone, video and photographic records
- Checklist files for certain subjects (Horticulture, Catering)
- Test results where applicable
- Subject evidence files for each student in identified curriculum areas which may contain digital image evidence or written work
- Internally and externally accredited certification
- Self and peer assessments

## 2.6. Evidence of Self-Assessment

Students at the Greater Horseshoe School are involved in their own self-assessment wherever possible. They are encouraged to evaluate their own work and achievements, and, where possible, set their own targets.

This is done through:

- Student / teacher looking at work together.
- Student generated class rules
- Self review and input into Individual Learning Plan and Transition Action Plan documents

Records of Achievement where student's own choice of work is included, valued and recognised for achievements in and out of school

## 2.7. Formative Assessment

At the Greater Horseshoe School, all teachers assess students in their class on an ongoing basis so that they can plan the next small step in each student's learning. It helps teachers monitor progress and helps inform planning. These types of assessments take place on a daily basis with individuals.

Through:

- Observation
- Discussion where possible
- Daily records of sessions and targets

## 2.8. 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
- Summative assessments for curricular records every half term
- Review Reports every 6 months
- Assessment File updates every 6 months

## 2.9. Evaluation

# Planning, Assessment, Recording and Celebration Policy



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

Evaluations are carried out daily through written records; weekly at team meetings through discussion and written record; summative once every half term; and 6 monthly through formal review and assessment file update. This information helps each teacher plan for progression.

## 2.10. Methods of Assessment

In our school the methods of assessment are:

- Initial assessments, Communication assessments, assessments for English, Maths, Science and Social, Emotional and Behavioural assessments), Basic / Essential skills assessments and Risk assessments.

## 2.11. Recording

Recording needs to be ongoing, manageable and useful.

At the Greater Horseshoe School the purpose of recording is to:

- Help teachers monitor students' progress.
- Recognise achievement and celebrate this with each student. This is achieved through:
  - Records of Achievement which value achievements in and out of school.
  - Use of assembly, circle time, smiley faces, certificates etc.
  - Weekly awards and prizes
  - External accreditation of achievement

Aid memory: we cannot remember everything, so it is best to write it down, especially to note specific achievements, quick progress, gaps in learning etc.

- Note strengths and needs
- Document evidence
- Inform planning. This should include:
  - What the student is to do next
  - Future planning for the next teacher
  - Other schools
  - Parents/and relevant professionals
  - Form a basis for reporting to:
    - Students
    - Parents and relevant professionals
    - Other schools
    - LA
    - Government
  - Provide a summary for discussion, and informs verbal and written reports

## What should we record?

At the Greater Horseshoe School we record:

- Students' progress in all National Curriculum subjects that they access.

# Planning, Assessment, Recording and Celebration Policy



- Qualities, skills, achievements and interests – these are recorded in Records of Achievement, on personal profile pages, Individual Learning Plans and Transition Planning documents
- Individual needs as identified through SEN Statements, Individual Learning Plans and ELP meetings.

Records are kept of:

- Help and support needed
- Identification of Special Educational Needs
- Targets and progress made towards them

## 2.12. Records of Achievement

Each child has a Record of Achievement File. In it are placed:

- Samples of work
- Personal comments
- Self-evaluation sheets where possible
- Certificates and awards in and out of school
- Photographs
- Examples of inclusion and SMSC

This record belongs to the child and is used to develop a sense of achievement and raise self-esteem.

## 2.13. Reporting

Written Reports/Reviews

The report format provides opportunities for comments by:

- Class teacher
- Parent
- Head Teacher
- Relevant professionals

This report is shared by the teacher with each student.

Our reports are both summative and informative. They provide information on students' progress and achievements throughout each 6-month period of the student's school life. The reports and reviews, attended by parents and all relevant professionals, follow the agreed procedures laid down by legislation and report all legal requirements.

All students are provided with a handover book so that information can be shared between staff and parents / carers.

Between staff

It is important that reporting takes place between teachers, both formally at curriculum and staff meetings, and informally.

Handover books are completed for each student on a daily basis to enable information to be transferred between residential and educational teams.

# Planning, Assessment, Recording and Celebration Policy



The school positively welcomes visits from parents and the Director of Education is available to talk to parents either by telephone or pre-arranged visit.

## 2.14. Celebrating

The Greater Horseshoe School believes in the importance of celebrating every achievement made by their students. With this approach we enable students to re-engage with learning, develop a sense of achievement and raise their self-esteem.

Students are encouraged to celebrate not only their own achievements, but those of their peers.

Weekly award celebrations take place in which the students receive a certificate to reward them for any achievement made that week.

For all of our students, formal recognition from external award bodies also form part of their Record of Achievements.

## 3. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Group Director for Education and Learning. Enhanced Children's Services will then actively respond to the enquiry.

This policy is written by Lukasz Miecznikowski

Date: 16<sup>th</sup> of May 2019

Signed 

This policy is quality assured by Jason Goddard, Group Director for Education and Learning.

Signed: 

Date: 16<sup>th</sup> of May 2019

The policy is quality assured by Governor: