

Planning, Assessment, Recording and Celebration Policy



Policy Number:	SU19	Originator:	Peta Hustwayte
Issue Number:	5	Authoriser:	Mike Deacy
Issue Date:	01/05/2022	Service Type:	Education
Next Review Due:	01/05/2023	Policy Location:	Policy File

1. Aim of the policy

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

2. Policy

2.1. Curriculum Planning Overview

Heads of Faculty (HOFs), teachers, tutors and some Learning Support Assistants at the Greater Horseshoe School are responsible for creating medium term plans for their subject specialism. These medium-term plans are driven by the whole school long term plan, 'GHS whole school curriculum overview.' The medium-term plans expand on the key themes (Intent) and break down the learning intention for each half term into weekly objectives for all abilities and learning focuses as well as exploring cross curricular links. These plans are overseen and supported by the subject leads, our head of faculties. In a few cases we have deemed it appropriate for some of our specialist learning support assistants, due to their experience and knowledge, to also be responsible for planning of a subject, with the support of their subject leads e.g. animal care, geography.

The individual staff member delivering the lesson to students will use their professional judgement and take the objectives and learning intent from the medium-term planning and adapt it to ensure it is personalized for each individual student they are teaching. This will allow staff to personalize learning considering students' individual barriers to learning and learning pathway, age, ability, experience and interests and how best to engage each student. This ensures there is progression, continuity and balanced subject coverage throughout and each student's individual learning journey is monitored, assessed and recorded in a daily record to allow for and demonstrate where individual's planning has needed to be adapted.

Planning, Assessment, Recording and Celebration Policy

2.2. Assessment

At The Greater Horseshoe School the key purpose of assessment is to generate accurate and detailed data that will inform the implementation of the curriculum in the next steps necessary in moving students on in their learning (Implementation). Continued monitoring of each student's progress creates a clear picture. Each lesson is presented in a chunking sheet and clearly shares the learning objectives for the lesson. At the end of the lesson the learning objective is reflected on, graded as the student showing 'engagement' in the learning, 'gaining skills and understanding' in the learning or having 'mastered' the learning objective. It is important that the teacher knows what skills have been acquired, what concepts have been understood, and what skills have been maintained. These are then recorded on our whole school assessment system, Bsquared, or on our qualification trackers depending on their age and pathway. This enables the teacher to reflect on what students are learning and informs future planning. Where appropriate, students are encouraged to reflect on their learning and next steps. The shared outcomes of assessments 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:

- 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.

A combination of formal and informal assessment opportunities are included in all teachers' long, medium and daily plans, and they form part of teaching and learning continuum.

These might be through discussion or observations with notes taken, a photograph or video, students workbooks or folders, results of tests, coursework, self-assessment, ROAs and summative tests. At the end of each half term progress is shared with teachers and within students workbooks and folders to highlight progress.

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 all pathways and ensure learning is appropriate to each student's individual needs. For those on pathway 1 and 2 it is typical to see more practical learning opportunities and more evidence in the form of photos and comments on their chunking sheet. Those on pathway 3 and 4 are more likely to engage with what is typically considered as 'formal learning' and able to engage in more written work. For these students learning typically would

Planning, Assessment, Recording and Celebration Policy

encompass more opportunities for written learning embedded amongst some practical learning opportunities.

At the Greater Horseshoe School, each lesson will have a clear Objective and Outcome to support the learning. Within this lesson there will also be opportunities to develop students' literacy, numeracy, SMSC, British Values, Cultural Capital and Eco links and understanding. At the Greater Horseshoe School we actively involve students in a 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 (impact):

- 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.

Evidence is kept in the form of:

- Baseline assessments for curriculum areas including reading, English, maths and science, through BSquared Connecting STEPs. Baseline assessments aim to be completed within the first half term of arrival at the school.
- Thrive assessments supported by behavioral assessment files
- Record of Achievement file for each individual child
- Dictaphone, video and photographic records including using SEESAW as home communication and sharing
- Examination (internal and external) 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
- Photos and examples of learning
- Strengths and Difficulties Questionnaire (SDQ) profiling

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:

- Students are encouraged to reflect on their learning during feedback when completing the chunking sheet including student voice
- During the lesson there will be questions and time to reflect on how they're doing and their next steps

Planning, Assessment, Recording and Celebration Policy

- Students will have periodically have time to look through their work or reflect on their learning, be this looking through their workbook or discussions about their progress.

2.7. Formative Assessment

At the Greater Horseshoe School, all staff assess students 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
- Independent completed work

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 within lessons for specific tasks – at the end of a topic or after teaching a specific skill or concept
- Maths (IDL) and English (toe by toe/IDL) assessments throughout the year to support the evidence on individual student's Bsquared records/qualification tracker
- Reports (termly)
- Updated ongoing thrive assessments/behavior assessments
- Quality assurance, with a specific focus to highlight key areas

2.9. Evaluation

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 term through whole school data collection; and 12 monthly through formal review and assessment file update through the EHCp Annual Review process. The SEN register is updated accordingly. 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

Planning, Assessment, Recording and Celebration Policy

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.
 - Weekly awards and prizes
 - External accreditation of achievement
 - Note strengths and needs
 - Document evidence
 - Identify need for specific intervention
- Inform planning. This should drive the Intent, Implementation and Impact within the school and includes:
 - What the student is to do next (next steps)
 - Future planning
 - 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 Curriculum subjects that they access. The Impact of this curriculum should inform next steps and the future intent and implementation.
- Qualities, skills, achievements and interests
- Progress towards EHCp target outcomes
- Individual needs as identified through SEN Statements, Individual Student Plans and meetings.

Records are kept of:

- Help and support needed including interventions in place
- Identification of Special Educational Needs
- Targets and progress made towards areas of need
- Qualifications and achievements

2.12. Records of Achievement

Students will have a workbook or folder of evidence for each subject as well as a folder with external qualifications. Together this forms a record of achievement for individuals and may include:

- Evidence of learning
- Personal comments
- Certificates and awards in and out of school

Planning, Assessment, Recording and Celebration Policy

- Photographs
- Examples of inclusion and SMSC

These records are used as opportunities to develop a sense of achievement and raise self-esteem through celebration.

2.13. Reporting

Written Reports/Reviews are gathered twice a year, at the end of the Autumn and Summer terms. Full written reports are gathered from the staff team working with the child.

The report format provides opportunities for comments by:

- Class teachers, tutor or LSA
- The child's mentor
- Relevant professionals
- Parents are able to add their own comments as feedback to the school

This report is shared to parents/carers by the school.

Our reports are both summative and informative. They provide information on students' progress and achievements. The reports follow the agreed procedures laid down by legislation and report all legal requirements.

Between staff

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

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. In weekly assemblies a number of celebrations are shared with students and staff to celebrate reading, eco awards, kindness awards and any other significant achievements including qualifications and external competitions. Some of these awards and celebrations are also celebrated on specific displays around the school and on our online platform, seesaw. This is a chance for all students and staff to positively recognise and praise students, boosting their sense of achievement and encouraging others to challenge themselves in future goals.

Learning and engagement is also celebrated on our online platform, seesaw enabling parents to have regular updates of individual's engagement with their learning and celebrating their achievements. Events throughout the school calendar also allow for parents to come in and the opportunity for students to showcase their learning. For example, the summer fayre is a perfect opportunity for students to share their workbooks and demonstrate their progress through performances and the like. It also gives parents and carers an opportunity to liaise with teaching staff directly.

Planning, Assessment, Recording and Celebration Policy

In addition to this, there are also displays around the school where students can identify key pieces of learning they want to be shared and celebrated with the rest of the school.

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 Regional Director for Acorn Education and Care. Outcomes First Group will then actively respond to the enquiry.

This policy is written by Peta Hustwayte

Date: 1st May 2022

Signed:

This policy is quality assured by Mike Deacy, Regional Director.

Signed:

Date:

The policy is quality assured by Governor:

Date:

Signed: