



ASSESSMENT RECORDING AND REPORTING POLICY

July 2021

POLICY NO. 43

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GOVERNOR RESPONSIBLE: Governing Body

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COVID 19 Statement

Since March 2020, Chadsgrove has been significantly impacted by the National Lockdowns and the impact of COVID-19 on school life, including assessment, recording and reporting procedures. During the pandemic, it has been necessary to amend some expectations, particularly with regard to the collection and analysis of assessment data. Since, we are now heading back towards a more 'normal' way of life, this policy is written in terms of the usual (rather than COVID impacted) procedures that are in place.

1. Introduction

- 1.1. Chadsgrove School recognises that clear, realistic and effective practices for the assessment, recording and reporting of pupil progress are essential in order to effectively address each pupil's Special Educational Needs. We believe that when teachers identify in advance what they intend to assess during a lesson and then record the outcomes of this assessment in a systematic way, it is more likely that the information will contribute to a developing picture of each pupil's attainments and learning needs and, as such, contribute to the very best outcomes for them.
- 1.2. Chadsgrove School actively seeks to meet all statutory obligations with regard to assessment, recording and reporting. In addition, the school believes in the importance of utilising a variety of additional tools in order to ensure that the individual needs of all pupils are appropriately understood and addressed.
- 1.3. This policy has been developed in consultation with the Senior Leadership Team, teaching staff and the Governing Body.

2. Roles and Responsibilities

- 2.1. The responsibility of implementing, monitoring and reviewing the contents of this policy on behalf of the Governors rests with the Headteacher. It is the Head Teacher's responsibility to ensure that the Assessment, Recording and Reporting Policy is comprehensive, coherent, integrated and adhered to throughout the school.
- 2.2. The Headteacher delegates certain responsibilities with regard to Assessment, Recording and Reporting to various members of staff as outlined below.
- 2.3. The **Deputy Head Teacher** is responsible for
 - Ensuring that appropriate assessment procedures are in place and used effectively by staff
 - Regularly reviewing assessment procedures in order to ensure that the procedures in place remain appropriate and best practice
 - Ensuring that all teachers know what is expected of them with regards to assessing and analysing the progress of pupils. This will involve supporting individual staff, as necessary, in the process of assessment and helping them to make well-founded judgements about pupils' attainments and progress
 - Inducting new members of staff and giving them any information regarding the assessment procedures to be undertaken at agreed times
 - Co-ordinating and/or leading CPD relating to assessment
 - Maintaining the SOLAR software and using this to monitor/analyse pupil progress
 - Ensuring statutory obligations with regard to the transfer of assessment information to the Local Authority or DfE are met
 - Overseeing the administration, recording and analysis of standardised tests, as necessary.
 - Tracking and analysing the attainment and progress of individual pupils and identified pupil groups over time and comparing the progress made by different groups of pupils
 - Collating information that enables the Governing Body to evaluate practice across the school
 - Reporting to Governors on an annual basis in order to keep them up to date
- 2.4. The **Exams Officer** is responsible for:
 - Co-ordinating the entry of pupils for accreditations and ensuring that this is achieved in a timely manner

- 2.5. The **Senior Leadership Team** is responsible for:
- Providing parent carers with accurate information about their child's attainment and progress
 - Monitoring practice in assessment and the use made of assessment information
 - Completing learning walks and work scrutiny, on a regular basis, to ensure that standards are consistent throughout the school
 - Ensuring that effective moderation of assessment takes place by subject leaders and supporting them in making their decisions
 - Monitoring individual pupil's termly targets to ensure pupil progression and appropriate interventions are put into place as necessary
- 2.6. **Subject** and/or **Phase Leaders** are responsible for:
- Monitoring teaching, learning and assessment practices within their subject or phase
 - Supporting teachers in improving their assessment practices
 - Moderating pupil work and assessments in their particular subject area
- 2.7. **Class Teachers** are responsible for:
- Assessing pupils, setting and reviewing appropriate learning targets for the pupils in their class
 - Maintaining Individual Education Plans and Records of Achievement for the pupils in their class
 - Co-ordinating the compilation of the Annual Education Report and the Annual Review of Education, Health and Care Plans, in liaison with the allocated phase leader or member of the Senior Leadership Team
 - Completing any necessary paperwork for the statutory assessment process, as necessary
- 2.8. **Administrative staff** in the school office are responsible for:
- Working with the Exams Officer to ensure all pupils are entered for appropriate accredited courses
 - Organising End of Term Awards

3. Assessment

- 3.1. Assessment is not an end in itself; its main purpose is to support teaching and learning by identifying what pupils already know and can do and what their next steps should be. Detailed and accurate assessments are integral to the education of pupils since these produce a clear picture of each individual pupil's strengths and needs and, as such, inform planning.
- 3.2. Assessment at Chadsgrove aims to:
- Establish, as accurately as possible, a pupil's level of function in all areas of the curriculum
 - Provide a starting point for future decisions regarding individual curriculum needs in order to set achievable goals
 - Demonstrate progression
 - Acknowledge and celebrate achievements
 - Provide a basis for discussion with parent carers and other professionals regarding achievements, progress and future needs
 - Monitor the appropriateness of the individual teaching programmes devised and offer teachers the means through which to evaluate their teaching methods
 - Provide a means through which the school is able to monitor its overall effectiveness
- 3.3. Assessment is an integral part of teaching and learning. It serves several purposes:
- **'Formative'** assessment provides information that enables teachers to plan the next steps in pupils learning. This is an 'on-going' form of assessment
 - **'Diagnostic'** and **'functional'** assessment provides more detailed information about pupils' individual strengths and weaknesses in particular areas and allows teachers to 'focus in' on specific interventions
 - **'Summative'** assessment provides a means of recording overall achievement of a pupil in a systematic way usually at the end of a term, year or key stage

4. Statutory Assessments

The following statutory assessments are an integral part of provision at Chadsgrove

4.1. Education Health and Care Plans

EHC Plans contain an overview of a pupil's strengths and needs and are integral to the planning that goes on for a pupil. For pupils who are in the process of obtaining an EHC Plan, the school will complete the educational element of the Statutory Assessment process and will, on most occasions, make the formal request for a Statutory Assessment to take place. The Individual Education Plan produced for each pupil is based on the EHC Plan and any subsequent revisions of it.

4.2. End of Key Stage Assessments

The school complies with DfE regulations regarding pupil involvement in statutory assessments such as End of Key Stage assessments and Phonics Screening. Teacher assessments are completed and tests/tasks administered as appropriate, although many pupils at Chadsgrove will be disapplied from these because they are working below the minimum level for the tests. For any pupils not disapplied from testing, some may need modifications of the tests/tasks as a result of the particular nature of their physical disability or sensory impairment and, on occasions, a reader or someone to write for the pupil may also be required.

5. Non Statutory Assessments

Depending upon pupil age, learning disability or identified particular needs, the following non statutory assessments are used at Chadsgrove:

5.1. SOLAR

SOLAR is the primary assessment tool used. It allows teachers to assess and to monitor a pupil's progress and also supports (but does not dictate) appropriate target setting. SOLAR assessments cross reference to the Early Years Foundation Stage, Chadsgrove 'P' Levels, the National Curriculum, accredited courses and specialist assessments such as Routes for Learning which is used with pupils on the pre-formal curriculum pathway. Initial SOLAR assessments are completed for all pupils as soon as is reasonably practical following school entry – usually this is by the end of the first half term.

5.2. Standardised Tests

Standardised tests are carried out as necessary in order to establish reading or spelling ages, receptive language age, levels of mathematical ability or overall developmental level.

5.3. Specific Learning Difficulties

Assessments are available to determine the needs and plan effective provision for pupils who are thought to have a specific learning difficulty. These tests are administered by a teacher with a specialist SpLD qualification.

5.4. Complex Learning Difficulties and Disabilities (CLDD)

The CLDD co-ordinator is able to assess the needs of pupils with complex learning needs and provide effective interventions for class and subject teachers. The CLDD co-ordinator uses profiles such as the Engagement Scale to assess and monitor progress and also supports school staff in their use of research in order to improve practice.

5.5. Routes for Learning

This is a specialist assessment tool for pupils on the pre-formal curriculum pathway. It enables teachers to assess pupils at the very early stages of development.

5.6. Chadsgrove 'P' Steps

The Chadsgrove P steps are a combination of the more familiar 'P' scales combined with the expectations from Years 1 to 3 of the National Curriculum. Together, these provide a continuum of skill development in the core subject areas that provides a means through which to assess the progress of pupils at Chadsgrove who are engaged in subject specific learning.

5.7. **Engagement Model**

The Engagement Model will be statutory from September 2021 but is currently being developed and trialled with a small number of pupils on the pre-formal curriculum pathway. The engagement model is an assessment tool used with pupils who are working below the level of the National Curriculum and who are not engaged in subject-specific study. Effective use of the engagement model is based on regular observational assessment and reflective pedagogy.

5.8. **Functional and Diagnostic Assessments**

Pupils with additional needs such as those relating to a visual impairment, hearing impairment or complex communication needs may also require access to additional specific functional or diagnostic assessments – these are likely to be carried out with the support of specialists within the multi-disciplinary team.

6. **Nationally Accredited Assessments**

6.1. Pupils of all ages and developmental levels are able to gain the following accreditations:

- **Horse Riding** - Awards in horse riding skills and equestrian knowledge are assessed in conjunction with the Riding for the Disabled Association.
- **Swimming** - These are awarded regularly following successful completion of various assessments, ranging from basic water confidence skills to more advanced skills / distance swimming.

6.2. Pupils on the semi-formal curriculum pathway are able to gain the following accreditations:

OCR Life and Living Skills - This is a modular programme to accredit pupil achievement in Key Stages 3, 4 and 5.

6.3. Pupils on the formal curriculum pathway are able to gain the following accreditations:

- **Entry Level GCSE** - These are available in several curriculum areas, including all core subjects
- **GCSE** - These are available to a small group of the most-able pupils with moderate learning difficulties and are delivered as part of a bespoke curriculum for the most-able/gifted pupils. GCSEs may be delivered at Chadsgrove or at an off-site provision such as South Bromsgrove High School
- **Functional Skills**- These are available at Entry 3 though to Level 3 in Maths, English and IT.

7. **Assessments Prior to School Entry**

7.1. Many pupils arrive at Chadsgrove with extensive files and reports based on their attendance at child development centres, other schools or through involvement with specialist services such as Chadsgrove Outreach.

7.2. In addition, prior to school entry:

- An effort is made to liaise with the pupil's placement prior to entering school. If the pupil is in a mainstream school then it is likely that Chadsgrove's Outreach team is already involved with him/her and, as such, liaison will take place with this team also
- Where possible, a visit is made to the pupil's placement in order to observe him/her in a familiar setting and get to know him/her a little more
- Parent carers and their child are asked to attend school for a pre-placement meeting with the Headteacher, School Nurse, Medications Manager and Class Teacher or Phase Leader. At the pre-placement meeting, all aspects of a child's care, including medical or health needs are discussed
- Where possible, home visits are made to the very youngest pupils entering the Nursery

8. **Recording**

8.1. For pupils at Chadsgrove, judgements with regard to achievement and progress need to be under-pinned by a range of evidence. Records are an important piece of this evidence. The quality and reliability of records is vital if teachers are to present a convincing picture of progress and thereby contribute to judgements about achievement. Effective records provide clear evidence of the changes in pupil attainment, behaviour, skills and personal development over time.

Records maintained by Chadsgrove include:

8.2. **Personal Information Folders**

Each pupil at Chadsgrove has a Personal Information Folder which is maintained by the class teacher. All Personal Information Folders contain the same basic information. This includes the pupil's Education, Health and Care Plan, Annual Review documentation, individual educational targets, medical information and other pertinent documents such as Behaviour Support Plans. The pupil's folder is regularly updated by the class teacher.

8.3. **Individual Education Plans**

Individual Education Plans are set annually at the pupil's Annual Review of their Education, Health and Care Plan. These plans identify the pupil's current learning priorities which are then broken down into smaller, achievable termly targets. These targets are reviewed and evaluated at the end of every term and outcomes used to inform planning for next term's priorities.

8.4. **SOLAR**

Pupil levels are updated, at least termly, via the SOLAR electronic assessment tool. Assessments are recorded in a database hosted and maintained by the SOLAR company. The database is password protected and is only accessible to allocated users. Teachers are able to upload contextual information, including photographic and video evidence as part of this process.

8.5. **Excel Data Spreadsheet**

A data spreadsheet is used to track the progress of all pupils across core subject areas and accredited courses. The spreadsheet is populated by subject leads and class teachers, predominately using SOLAR data. The data spreadsheet enables the progress of pupils to be easily analysed over time and each pupil's attainment is 'RAG' rated termly. RAG rating is used to indicate whether the progress that a pupil is making is within, below or beyond expected levels. Expected levels are determined using historical Chadsgrove achievement data and are based upon a pupils' age and degree of learning difficulty.

8.6. **Electronic Learning Journals**

These are stored on teacher iPads and are used with developmentally young pupils in school in order to record a pupil's progress over time. Electronic learning journals are particularly useful for pupils who do not necessarily produce 'work' that can be marked. Electronic Learning Journals are put on and stored in a central location on the school network having been captured by the local devices (iPads).

8.7. **Records of Achievement**

These are used to record achievements across the curriculum over time.

9. **Assessment and Recording in Early Years**

9.1. The Early Years Foundation Stage section of SOLAR allows staff to assess the developmental level of all Early Years Pupils. When they are assessed pupils are in one of the following developmental bands:

- 0-11 months
- 8-20 months
- 16-26 months
- 22-36 months
- 30-50 months
- 40-60 months

Generally, pupils at Chadsgrove tend to be within the first four bands.

9.2. Early Years Pupils are set targets in the following areas:

- Communication and Language – Prime Area
- PSED – Prime Area
- Physical development – Prime Area
- Mathematics
- Literacy

- Understanding the World
- Expressive Arts and Design

- 9.3. Very young pupils or pupils with profound and multiple learning difficulties may only be set targets in the three prime areas as these are considered to relate most closely to the 'holistic' development of very young children.
- 9.4. Pupil progress at the end of each term is recorded in SOLAR and this data is then used to populate the whole school Excel Data Spreadsheet. This allows teachers to carefully monitor the progress that each pupil is making.
- 9.5. All pupils in Early Years have a Learning Journal. For the majority of pupils this takes the form of a physical book but for others, it may be held electronically. Photographic/video evidence with appropriate narration is added to the journal in order to demonstrate progress over time and identify next steps in a pupil's learning. Any certificates of Achievement that pupil gets, for example, in good work assemblies, End of Term awards or swimming certificates are also stored within the pupils' Learning Journal.
- 9.6. In addition, all Early Years teachers maintain electronic folders containing photographs and video evidence that are used to support judgements about pupil achievement.
- 9.7. The Early Years Foundation Stage Profile is completed electronically at the end of Year R, with assessment data being passed onto the Local Authority. This assessment covers all elements of the Early Years Foundation Stage Curriculum and helps to give information on the skills that the pupil has at that time. It also, therefore, helps to support the setting of clear, attainable targets for the pupil's development.

10. Assessment and Recording for Pupils on the Pre-Formal Curriculum Pathway

- 10.1. Pupils on the Pre-Formal Pathway are at the earliest stages of development. This makes particular demands on the assessment process, for example:
- It is very difficult to assess a pupil's attention to stimuli if they are only alert for part of the day or if their postural management is such that they can show few unambiguous responses
 - The progress of pupils with profound and multiple learning difficulties is not always linear and skills are rarely generalised spontaneously. As such, teachers need to use their professional judgement in analysing the outcomes of any assessment
 - Teachers need to be alert in their observations of pupils' responses, some of which may be fleeting
- 10.2. It is acknowledged that, when assessing the skills of pupils with profound and multiple learning difficulties, staff need to be:
- Consistent in recognising and recording observed responses
 - Specific in providing examples of the responses of pupils
 - Aware of lateral as well as linear progression and the fact that pupils can deepen their understanding and have a widening of experiences without being necessarily ready to move to the next level
 - Aware that key achievements often occur outside of the planned learning outcomes but still need to be noticed, shared and recorded because they are so significant for the pupil
- 10.3. Class teams know each individual pupil very well and this helps them to interpret the meaning, significance and quality of pupil responses. The nature of a pupil's individual responses is frequently an indication of their attainment and how well they are learning.
- 10.4. The progress of pupils on the pre-formal pathway is assessed using Routes for Learning, which is an assessment tool specifically designed for pupils with profound and multiple learning difficulties. Each pupil follows a bespoke pathway through the Routes for Learning 'Routemap'. Routes for Learning is used as a summative assessment for all pupils and each pupil is levelled within the Routes Bands, from Band 1 to Band 5

- 10.5. Individual targets are set for each pupil in the areas of Cognition and Learning, Communication and Interaction, Sensory and Physical Development and Social and Emotional Development. These targets are set in line with their EHCP Outcomes, as well as linking closely to the numbered steps on Routes for Learning and individual movement programmes advised by physio or occupational therapists.
- 10.6. The assessment tool 'Engagement for Learning' is also used, where appropriate, to enable teachers to find ways of providing the most engaging and stimulating learning activities for certain identified pupils.
- 10.7. Pupils' progress towards meeting their targets is recorded using MAPP (Mapping and Assessing Pupil Progress), which allows small steps of progress to be recorded in the areas of
- Prompting – from dependent to independent
 - Fluency – from approximate to accurate
 - Maintenance – from inconsistent to consistent
 - Generalisation – from single contexts to many contexts
- MAPP is used as part of pupils' formative assessment; future lesson planning is guided by pupils' individual MAPP assessment records.
- 10.8. The Engagement Model is currently being introduced, (initially as a trial for one pupil in each class) with a view to it being used for all pupils from September 2021). The Engagement model will be used, to replace MAPP (in line with statutory requirements) in order to record the smaller steps of progress towards each of a pupils' individual targets. The Engagement Model records progress, each week, against 5 areas:
- Exploration – showing an interest
 - Realisation – interacting with a stimulus
 - Anticipation - predicting, expecting or associating a stimulus or activity with an event
 - Persistence - sustaining attention long enough to find out more and interact with it
 - Initiation - acting spontaneously and independently during a familiar activity without waiting for direction
- 10.9. Videos and photographs are used to evidence the progress that pupils make; these are uploaded onto the school's online SOLAR site, which constitutes their summative assessment each term. Each time a 'star' is achieved, video evidence is uploaded to SOLAR, accompanied by substantial written evidence to explain how the pupil has achieved this step and how they made progress from 'star 1', onto 'star 2', then finally 'star 3', at which point the target can be said to have been fully achieved. The data on SOLAR is used to populate the whole school Excel Data Spreadsheet which is used to monitor the progress of all pupils.
- 10.10. For those pupils with profound and multiple learning difficulties who are not accessing the Routes for Learning materials, the Chads Grove 'P' Steps or OCR Life and Living frameworks are used to assess developmental levels and plan appropriate learning outcomes.
- 10.11. All pupils on the pre-formal curriculum pathway have an electronic learning journal stored on their teacher's iPad. Four pages are added to this each term – one page for each of their targets plus another for self-help skills. Video or photographic evidence is added to these pages in order to demonstrate progress over time.
- 10.12. All pupils with Profound and Multiple Learning Difficulties also have a Record of Achievement that contains the following pieces of information:
- A print out of the electronic learning journal
 - Any certificates of Achievement that pupil gets, for example, in good work assemblies, End of Term awards or swimming certificates
 - The 'Pupil Views' section of the Annual Review Process – as this also demonstrates the contribution that the pupil makes to his/her education and to the life of the school

11. Assessment and Recording for pupils on the Semi-Formal and Formal Pathways

- 11.1. Pupil progress at the end of each term is recorded in the Chadsgrove 'P Steps' and accreditation sections of SOLAR and this data is then used to populate the Excel Data Spreadsheet which is used to monitor the progress of all pupils across school.
- 11.2. If pupils are able to produce written pieces of work, these are marked in accordance with the school's marking policy which states that marking should:
- Be manageable for staff
 - Be positive, motivating and constructive for pupils
 - Be at the pupil's level of comprehension
 - Be written in handwriting that is legible and a model for the pupil
 - Be frequent and regular, at least every third piece of work marked in detail and every piece seen
 - Involve all adults working with pupils in the classroom
 - Give pupils opportunities to become aware of and reflect on their learning needs
 - Give recognition and appropriate praise for achievement
 - Give clear strategies for improvement
 - Provide information for the teacher on the success of the teaching
 - Relate to the learning objective/success criteria of the work set
 - Positively affect the pupil's progress
- 11.3. In addition to the marking of work, it is important that pupils are also given immediate verbal feedback as well as time to respond to this.
- 11.4. Written work is stored in curriculum folders which also contain learning ladders that quickly demonstrate the achievements that have been made over time. If pupils are unable to produce written pieces of work then electronic learning journals are used to keep a visual record of the progress that pupils make over time.
- 11.5. Where appropriate students are encouraged to mark each other's work, pointing out what they like and what could be improved.
- 11.6. Each pupil has a Record of Achievement folder. Recognition is given for a pupil's achievements and this takes the form of a certificate, photograph, video or any other form of recording. The pupil is encouraged to have ownership of his/her folder and, where possible, is fully involved in its completion.
- 11.7. In Upper School, pupils on the formal pathway complete summative documents in preparation for life beyond school.

12. Assessment of Pupils with Specific Learning Difficulties

- 12.1. If pupils, parent carers or teachers express concerns relating to delays in the acquisition of literacy skills a referral is made to the leader for Specific Learning Difficulties for further assessment and intervention.
- 12.2. Pupils with specific learning difficulties may:
- Have access to additional specialist tuition
 - Receive additional time / support in tests and exams
 - Be offered additional resources
 - Be referred to external agencies for further assessment or advice

13. Self-Assessment - Involving Pupils

- 13.1. Pupils need to recognise their success and feel pleased with their achievements as this increases their self-awareness and improves their self-esteem.

- 13.2. Whenever possible, pupils are involved in their own assessment by reflecting on their experiences and setting their own targets. However, it is important for them to be involved in ways that reflect their level of understanding for example, they may comment about their work, choose what they like or simply respond more consistently to a particular experience.
- 13.3. Self-assessment is particularly difficult for developmentally young pupils. Some ways of encouraging pupil involvement include:
- Personal evaluation and reflection within the class group at the end of a lesson/day or week, celebrating what each pupil has done and reviewing in relation to learning objectives
 - Celebration assemblies
 - Contributing to and looking at their 'Learning Journals' and their work samples including videos, photos and pieces of work
- 13.4. Some pupils are able to understand their IEP targets and the objectives set for each lesson. Classroom staff also help them to understand the progress they are making and what they need to do next to continue learning. Other pupils are able to recognise when they have done well during a lesson, either from the outcome or because they know that staff are pleased with them. Alternatively, pupils may be able to respond to a structured system of rewards that in time enables them to understand their desired outcomes.

14. Involving the Multi-Disciplinary Team

- 14.1. Although teachers are responsible for ensuring that assessment is planned for and takes place, all members of the classroom team are involved in assessment during lessons and in sharing the information with teachers. This means that they need to be aware of the goals and targets within IEPs and of the learning objectives for each lesson.
- 14.2. Other professionals (e.g. physiotherapists and speech and language therapists) make separate assessments of pupils' progress in their specialist areas as well as observing progress during the lessons in which they support pupils. This information is shared with teachers, so that they can use it to inform future lessons and to set future targets.

15. Analysis and Moderation of Assessments

- 15.1. Involving teachers in developing their assessment approaches through participation in moderation activities is a highly effective form of professional development and helps to raise standards and expectations through ensuring accuracy and consistency in judgements. Moderation also ensures that there is an appropriate focus on outcomes for learners and that learning remains appropriate for all pupils.
- 15.2. At Chadsgrove School, the following takes place:
- Termly moderation of Reading, Writing and Mathematics assessments made on SOLAR
 - Termly analysis of all assessment outcomes produced via SOLAR and transferred to the Excel Data Spreadsheet
 - Yearly moderation of Early Years data prior to submission of EYFS data to the Local Authority
 - Internal and external moderation of accredited course work between subject specialists at Key Stages 4 and 5
 - Moderation of the assessments made by teachers of pupils on the pre-formal pathway through attendance at termly 'Peer Review' group moderation meetings with other, similar, schools as part of the West Midlands PMLD forum
- 15.3. Teachers are required to ensure that all SOLAR assessment data is updated by the end of every term. This enables, class teachers, phase leaders and the senior leadership team to analyse the attainment and progress made by pupils. The main aim of this analysis is to identify pupils who are underachieving and to investigate what the reason may be for this - for example, it may be related to attendance issues, illness or an issue with accessing the curriculum that is proving to be a barrier to learning. Discussions between staff

enables the Senior Leadership Team to assess whether there is a need to put in additional support in place to fill any gaps. Interventions may include, for example, specific intervention groups, individual support or catch-up programmes.

- 15.4. Analysis of pupil progress also offers the opportunity to identify those pupils making better than expected progress and encourages teachers to consider if these pupils are being offered sufficient challenge. These high achieving pupils may also be considered as potential candidates for Chadsgrove's Unique Talents and Abilities programme which will help to ensure that they are stretched to their fullest potential in their areas of strength.
- 15.5. All pupils in Key Stages 4 and 5 follow accredited courses such as Entry Level, BTEC and a range of ASDAN and OCR awards. For all such accredited courses it is a requirement that the school follows robust and rigorous internal moderation practices which meet the requirements of the examination boards or awarding bodies, before submitting marked candidate work (as requested) for external moderation. The purpose of internal moderation of accredited work is to ensure that all work submitted meets the external moderation requirements and to ensure that all assessment activities are valid, appropriate and fit for purpose.
- 15.6. The internal moderator will usually be the subject lead or a member of the Senior Leadership Team (with appropriate subject knowledge and experience). The internal moderator will ensure that the internal moderation procedures are fair and open and will ensure that feedback and outcomes of internal and external moderation support further development of good practice.
- 15.7. It is the responsibility of all staff teaching accredited courses to participate in this moderation process by keeping the necessary records, attending relevant feedback meetings and submitting marked candidate work as requested by the internal moderator.

16. Reporting

Formal reporting takes the following forms:

16.1. Annual Reports

The progress of all pupils is reported to parent carers in the Summer Term each year. The school views the annual report to parent carers as a very important document and parent carers are expected to attend a parents evening or meet with the pupil's teacher at a mutually convenient time soon after receiving the report in order to discuss their pupil's progress over the year. The format of the annual report to parent carers is designed to meet statutory regulations in a 'user friendly' way. The format is also regularly reviewed to ensure that it continues to meet statutory requirements.

16.2. Annual Review of the Education, Health and Care Plan

The Annual Review meeting to discuss the pupil's progress over the year, review the previous year's targets and set new targets for the following year will be carried out at a set point during the school year. Interim reviews are also held as and when the need arises, for example, if there is concern about a pupil's progress or placement. Parent carers are asked complete a questionnaire regarding their thoughts on their pupil's progress over the year as part of this process and pupils are also given the opportunity to comment on their progress. Teachers contribute to this process by writing the Educational contribution to the Annual review.

16.3. End of Key Stage Results

Parent carers are fully informed of their own pupil's results for End of Key Stage tests, tasks and teacher assessments.

16.4. Two Year Progress Checks

Parent carers are invited into school to discuss the progress of the very youngest children in Early Years. The two-year progress check reports on each area of the Early Years Foundation Stage Curriculum (or just the three prime areas if this is more relevant to an individual pupil). Generally, the progress check meetings occur on parents' evenings.

- 16.5. In addition to the formal reporting procedures described above, there are also opportunities, throughout the year for parents to hold less formal discussions with school staff regarding their pupil's progress. Such opportunities include:
- Parents' Evenings
 - Open mornings and coffee mornings
 - Regular contact maintained daily with through the Home/School Diary system
 - Invitations to parent carers to join end of term assemblies and other special events in school
 - Record of Achievement folders may be taken home by the pupil periodically and are available to be looked at during Parents' Evenings in order to enable pupils to share their achievements with their parent carers
- 16.6. Parent carers are always welcome to telephone, email or visit school if there are aspects of their child's progress which they wish to discuss.
- 16.7. The school website reports information regarding assessment by reporting on:
- Pupil premium outcomes for spending
 - Data analysis of the end of key stage results and the performance of specific groups of pupils

17. Celebrating Achievements

- 17.1. Whilst formal reporting of a pupil's progress is important, Chadsgrove also acknowledges that a more public recognition of achievements can be very important and highly motivating for pupils, parent carers, staff and Governors.
- 17.2. Some achievements can be instantly praised in the classroom, be given a merit or gain a 'well done' sticker from the Headteacher. Weekly Assemblies and End of Term Presentation Assemblies are also more formal ways of publicly reporting achievements of all kinds.
- 17.3. Regular school newsletters and press coverage are used to report pupil's achievements to a wider audience, as, increasingly is the school's website.
- 17.4. Pupil achievements are also displayed on a board outside of the Head Teacher's office.

18. Equal Opportunities

- 18.1. An equal opportunities policy is in place at Chadsgrove (Policy Number 38). There is no discrimination as a result of race, gender, disability or home circumstances. All pupils within Chadsgrove are given the same opportunity to develop and reach their full potential.

19. Linked Policies

- 19.1. The following policies should be read in conjunction with the Assessment, Recording and Reporting Policy:
- Curriculum Subject Policies (Numbers 1-12, 18)
 - Governors Curriculum Policy Statement (Number 22)
 - Progress File (Number 25)
 - PMLD (Number 26)
 - Early Years (Number 27)
 - Equal Opportunities (Number 38)
 - Specific Learning Difficulties (Number 57)
 - Marking and Feedback (Number 98)

20. Monitoring and Review

- 20.1. The Headteacher and Senior Leadership Team are primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with phase leaders, class teachers, lesson observations, learning journeys, work scrutiny activities and examination of SOLAR.