



# Royal Cross Primary School

*Lancashire's school for deaf children*

<b>Policy Title:</b>	Assessment, Recording and Reporting Policy
<b>Date of Issue:</b>	08/12/2022
<b>Date of Review:</b>	Summer 2024
<b>Author and Role:</b>	Bev Hennefer, Headteacher, with reference to The School Bus.
<b>Ratified by:</b>	Governors Policy Committee
<b>Responsible Signatory:</b>	Clive Gregory
<b>Date of signature:</b>	Signature removed for GDPR purposes
<b>Details:</b>	This Policy: Sets out the consistent procedures and approaches to assessment, recording and reporting across key stages one and two of learning.
<b>Cross reference:</b>	EYFS Assessment Policy. Marking and Feedback Policy Teaching and Learning Policy

## **EQUALITY AND DIVERSITY STATEMENT**

Royal Cross School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

## **POLICY REVIEW**

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

## Statement of intent

At Royal Cross School we believe that assessment, recording and reporting should compliment and support a range of assessment strategies employed across school and should be consistently applied to be effective.

## Philosophy

At Royal Cross School Assessment of Learning (Summative) is used alongside Assessment for Learning (Formative) to ensure the progression of all learners throughout the school. For our Deaf learners a range of methods can be used to ensure that all steps of progress are recognised and recorded, no matter how small and celebrated with pupils, families and staff.

## Principles

Assessment, recording and reporting should:

- Be meaningful, manageable and motivating.
- Be dated and made available to teachers.
- Be monitored by curriculum leaders and SLT to continuously monitor and support staff.
- Involve all adults working with the learners in the classroom.
- Give learners opportunities to become aware of and reflect on their learning needs.
- Be an important part of assessment, informing future planning and individual target setting.
- Be accessible to learners, encouraging them to take an active role in their learning.
- Be accessible to other professionals when necessary.
- Be shared with parents so they are aware of the progress of their child.

## Practice

At Royal Cross Assessment of Learning recording and reporting takes place through:

- B-Squared online assessment tool
- EYFS Profile
- 'FAMILY' Online assessment against the EYFS Developmental Matters

Additional assessments include:

- Annual Reviews of the Education Health and Care Plan (EHCP)
- Personal Learning Plans (PLPs)
- Speech & Language Assessments
- British Sign Language (BSL) Assessments
- End of year reports
- Continuous Assessment
- Marking and Feedback

At Royal Cross School we have a whole school approach to the recording of these

Policies/SHAREPOINT/school policies

assessments and clear guidelines as to the frequency of updating these forms of assessment. This is shared with all staff through an annual key dates Calendar at the start of the year. This helps staff to plan ahead for key assessments and helps curriculum leaders to monitor ongoing progress.

## **Legal framework**

policy has due regard to all relevant legislation including, but not limited to, the following:

- Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)

This policy has due regard to all relevant guidance documents, including, but not limited to, the following:

- DfE (2022) 'Primary accountability measures – update'
- DfE (2021) 'What academies, free schools and colleges should publish online'
- DfE (2021) 'What maintained schools must publish online'
- STA (2021) '2022 Key stage 1 assessment and reporting arrangements (ARA)'
- STA (2021) '2022 Key stage 2 assessment and reporting arrangements (ARA)'
- STA (2022) 'How to keep test materials secure'
- STA (2019) 'How to report maladministration at key stage 1 and key stage 2'
- STA (2022) 'Key stage 1: test administration guidance'
- STA (2022) 'Key stage 2: test administration guidance'
- STA (2022) 'Multiplication tables check: administration guidance'
- STA (2022) 'Phonics screening check: administration guidance'

## **Implementation**

### **'Family' (EYFS)**

- Online assessment and reporting platform for the Early Years Developmental Matters.
- Entries are ongoing throughout the term.
- Entries and observations are recorded against the Developmental Matters descriptors along with photographic evidence. These are shared with families as they are recorded and observed by key staff.
- An Early Years Individual Tracker is completed at the end of each term to record small steps of progress across the Developmental matters age bands.

### **EYFS Profile**

- Progress is measured against the EYFS learning goals.

- Online Learning Journeys are developed through the use of 'Family' (online assessment & recording platform).
- These provide an up to date record of evidence, celebrating progress and are shared with families electronically. Paper print outs are available if requested.

## **B-Squared**

- B-Squared should inform planning and next step learning.
- These next steps should be shared with all key staff working with pupils and be 'translated' into meaningful language for pupils.
- B-Squared progress is updated termly for all curriculum subjects.
- Dates for inputting the data are shared with all staff through the Annual Key Dates Calendar at the start of the year.
- Every new learner into Royal Cross must be baselined within the first term of arriving.

## **Additional Assessments**

- Additional assessments are used in relation to language and communication, reflecting the specific needs and developments of Deaf/HI pupils.
- These additional assessments are used as diagnostic tools to provide information on where a pupil is in their development, next step teaching and any targeted interventions needed to address gaps and overcome any barriers to progress.
- At Royal Cross an annual Assessment Week is used to focus on a range of specific diagnostic assessments by teachers, specialist support staff, BSL assessor and Speech & Language Therapists. Staff work with individual pupils and each other to complete a detailed Language and Communication Profile for each child. This is used to inform interventions and support programmes for pupils.

Other additional assessments can include: -

- BSL assessments (receptive & expressive)
- Derbyshire Language Assessments (SALT)
- Successful from the Start (NDCS) – Deaf/HI
- Early Years WELLCOMM
- Language / speech assessments – as appropriate by age & language levels.

Teachers work closely with other colleagues in selecting assessments, sharing expertise and ensuring that appropriate assessments are used for the best possible pupil outcomes.

## **Pupil Progress Meetings**

- These are planned discussions with class teachers and subject leaders to look at (hard) data alongside case studies and key staff observations (soft data). These are planned for midyear but can take place at any point following periods of assessments.

- The focus of these meetings is pupil centred and involves a purposeful discussion around strengths, areas for development and individual pupil achievement. At this time any targeted interventions will be discussed, and their impact reviewed.
- Senior leadership teams (SLT) meet with intervention support staff and review the impact of targeted support and discuss next step interventions. The intervention staff work closely with key class teams to support classroom learning and personal learning plan targets.

## **Annual Education Health and Care Plan Reviews**

Pupils at Royal Cross School with an Education, Health and Care Plan (EHCP) have reviews annually with parents and other professionals. For Reception and Year 6 pupils there are 2 reviews planned each year to support transition into school and onto KS3.

Identified EHCP outcomes are reviewed and pupil progress tracked against the achievement of these outcomes. Outcomes may be amended or replaced at the end of key stages in consultation with parents/carers and Local Authority SENDO's. New short-term targets are set to help achieve the EHCP longer-term outcomes and pupil achievement of targets is monitored by the SLT.

These short-term targets link into the pupil's individual Personal Learning Plans, helping to work towards achievement of EHCP outcomes.

Review dates are made available to class teachers, families and all external professionals at the beginning of each academic year.

It is the responsibility of class teachers to prepare the review paperwork, seek support from the SLT if needed and make reports accessible on secure SharePoint for administrative purposes.

**It is the responsibility of the local authority Inclusion Service to ensure these meetings are fully supported by the LA SENDOs and that the paperwork is updated timely to reflect the current needs of the pupils and the aspirations of families and pupils.**

## **Pupil Personal Learning Plans**

EHCP outcomes are broken down and linked into the Personal Learning Plans (PLP's). These are updated 3 times a year and shared with parents/carers, who are invited to contribute towards them.

Families are invited to attend face to face, virtually, by telephone or through email.

All PLP's are shared with key staff who are involved on a daily basis in the monitoring and assessment of achievement of these targets.

## **Personal Educational Plans (Children Looked After – CLA)**

Personal Educational Plans (PEPs) are drawn up by the designated teacher for Children Looked After in consultation with the class teacher, carers/family and social worker.

Progress is reviewed 3 times a year in PEP review meetings with all parties and RAG rated for achievement.

At Royal Cross we work closely with external agencies to ensure that PEP and PLP targets align as much as possible to ensure a continuity of focus and progress for the pupil based on their identified areas of need.

## **End of Year Reporting**

### **Parents and Carers**

Parents are involved in the discussion about their child's progress through:

- Invitation to attend and contribute to the Annual Review of the Education, Health and Care Plans.
- Termly Personal Learning Plans, invited to discuss and contribute targets
- End of year pupil progress reports
- Electronic communications showcasing pupil work and achievement
- Regular 'Stay and Learn' dates for parents, with opportunities to take part in learning alongside their child.

### **Reports:**

Reports are due once a year. Specific dates are timetabled on the school's Key Dates Calendar, ensuring parents and carers have sufficient time to contact key staff should they wish to discuss any aspects of their child's report.

Class teachers prepare reports and make them accessible on the school's secure SharePoint in time for agreed deadlines.

### **Report contents:**

The reports include a range of key information about pupil progress and attainment, including:

- statutory end of key stage assessment data, including teacher assessment
- brief details of achievements and activities across the curriculum, highlighting strengths and areas for development
- comments on general progress and behaviour
- arrangements for discussing the report with the pupil's teacher
- attendance % for the year including, number of possible / unauthorised attendances

### **External Reporting**

The overall statistical profile is made available to:

- Governors (anonymised results)
- Sign Bilingual Consortium Curriculum and Assessment Group – anonymised benchmarking nationally for Deaf children educated in Schools for the Deaf
- Local Authority - statutory end of year assessments
- DfE - statutory end of year assessments

## **Pupil Records**

### **Pupil Attainment Files:**

Individual Pupil Files (BLUE) are kept in classes. These transfer with the pupil as they move through school. These will include:

- B Squared summaries of current curriculum progress – updated 3 times a year
- Language Profiles – updated mid-year during assessment week
- Evaluated personal Learning Plans – updated 3 times a year
- EHCP outcomes – updated as required
- End of Key Stage assessments
  - EYFS
  - KS1
  - Phonic screening check (if taken)

### **Pupil Achievement Files:**

Individual Pupil Files (WHITE) are kept in classes. These transfer with the pupil as they move through school. These will include:

- Certificates awarded for attendance
- Certificates awarded for team points
- Certificates awarded for behaviour/merit / School Values
- Certificates awarded for involvement in special school events and celebrations

The files are retained throughout the pupil's time at Royal Cross and are presented to year 6 pupils as they leave school.

## **Staff Recording**

Teachers and support staff (HLTAs & TA3s) involved in delivering regular lessons will produce:

- long term plans (over-view of the year)
- medium term plans (termly)
- weekly teaching plans

## **Planning:**

Plans are uploaded onto the school secure SharePoint for sharing with key staff and monitoring by SLT / subject leaders.

It is expected that weekly plans will include details of:

- curriculum areas / topics (linked to NC & Schemes of work)
- strategic deployment of any additional classroom staff
- differentiation of tasks/activities for pupils of differing abilities, including challenge as appropriate
- key skills and learning objectives
- links to ongoing targets from PLP/EHCPs

### **Additional Monitoring**

Weekly planning documents are seen as 'working' documents with the flexibility to be amended and annotated throughout the week by key staff working with individual or groups of children. These may detail individual pupil progress towards meeting targets.

Staff may want to keep additional records to support the monitoring of curriculum subject areas using B squared, these other records are left to the teacher's professional discretion

### **Inclusion at Royal Cross**

The principles of this assessment policy apply to all pupils within Royal Cross School and all staff will ensure that:

- all pupils have access to the curriculum through whichever communication mode best suits their needs
- all pupils have equal access to a broad and balanced national curriculum
- all pupils are given the support, communication and time to achieve their potential
- all progress, no matter how small the step, is recognised and celebrated
- assessment is used diagnostically to contribute to early and accurate identification of pupils' needs and identify areas for support, intervention and additional challenge.
- meaningful ways are used to celebrate all aspects of progress, including:
  - communication
  - social skills
  - physical development
  - engagement
  - resilience and independence.
- staff have high expectations for all pupils.
- for pupils working below the national expected level of attainment, our assessment arrangements will consider:
  - progress relative to starting points
  - the specific nature of individual pupils' learning difficulties and therefore learning styles



- assessments that are accessible across a range of communication modes
- levels of engagement evidenced through B Squared

## **Staff Training**

At Royal Cross continuous professional development is a high priority and value is put on internal mentoring, support from external providers and networking opportunities across a wide range of schools.

### **Training Opportunities:**

All subject leaders work towards sharing good practice within school and seeking external sources for developing their own professional / subject knowledge. The SLT signpost staff to both statutory and professional/subject specific training.

All staff are encouraged to seek out continuous professional development (CPD) opportunities and a training bursary is allocated for staff to pursue personal interests that will support the school improvement plan. CPD is identified for discussion at all staff appraisals.

### **Inset / Internal Training:**

Within school regular staff training takes place through whole school inset days and staff briefings / updates covering areas such as:

- 7- minute safeguarding briefings
- PREVENT/Channel awareness
- Online Safety awareness
- Deaf awareness
- BSL – sign language, internal & external
- School Improvement priorities
- Assessment systems and procedures
- Audiology – management of equipment
- Reading/phonics – phonic ‘tool-box’ approaches used at Royal Cross
- Language & speech – delivered in collaboration with Speech & Language Therapists
- Curriculum development – internal and external providers

### **Staff Meetings:**

A weekly timetable of staff meetings covers updates on assessment, curriculum development, moderation of pupil's work, teacher assessment, assessment systems, end of key stage teacher assessment, pupil progress, interventions, phonic screening and the development of case studies to support a ‘child centred’ approach to assessment.

These meetings help develop a better understanding of assessment practice and support staff CPD opportunities for assessment systems and are open to all staff.

## **Peer Mentoring / coaching:**

Regular peer mentoring for subject leaders and curriculum delivery takes place as a supportive mechanism to share good practice and support colleagues. This enables all staff to develop and improve their practice on a regular basis.

Peer coaching is offered to all members of staff as part of a supportive mechanism to reflect and improve on teaching practice across all key stages and at all levels of staffing.

## **Inter School Moderation Networks:**

Royal Cross teaching staff and SLT are involved in a range of curriculum, assessment and leadership networks locally, county wide and nationally.

Involvement helps school to stay abreast of good practice and supports the discussion around benchmarking progress and teacher assessments across a wider professional group and includes both Deaf and hearing cohorts.

## **Results and reporting**

### **Phonic screening check results**

Pupils' check scores will be reported to the school's LA by the specified deadlines, including those who did not meet the thresholds for the check.

By the end of the Summer term, the headteacher will report the following information to parents:

- Each pupil's phonics screening check score, if they met the threshold.
- An outcome for pupils who have left the school, were absent, did not participate in the check, or if the results are affected by maladministration

### **Reporting Teacher Assessment at KS1**

- The headteacher will ensure KS1 teacher assessment data is reported to the LA by the published deadline.
- Teacher assessment judgements in reading, writing, maths and science will be submitted for all pupils.
- The school will use the codes detailed in the STA's '[Key stage 1: reporting teacher assessment data](#)'.
- If a pupil changes school before the test period, the receiving school will administer the KS1 tests and submit the teacher assessment data.
- If a pupil changes school during the test period, the receiving school will ensure they know which tests have already been administered to the pupil and administer the remaining tests. The school in which the pupil was registered at for the longest amount of time will submit teacher assessment data for the pupil.
- If a pupil changes school after the test period, the school where the pupil was registered during the KS1 test period will submit the teacher assessment data.

### **Submitting TA data at KS2**

- The school will use the codes detailed in the STA's 'Key stage 2: submitting teacher assessment data'.
- Teacher assessment judgments in English writing and science will be submitted to the STA by the published deadline.
- The school will submit its data to the LA. The submission will include every pupil at the school registered to take the KS2 national curriculum tests (even if they did not) and those registered as working below the overall standards of the tests.
- If a pupil changes school before the test week, the receiving school will submit their teacher assessment data.
- If a pupil changes school during or after test week, the school where the pupil was registered will submit their teacher assessment data.

### **Reporting to parents**

- The headteacher will send an annual report to pupils' parents and make arrangements for parents to discuss the report with their child's teacher if necessary.
- **EYFS** Reports will detail results against the Early Years Profile.
- **KS2** Reports will detail the results of any national curriculum tests taken, including Teacher Assessments.
- If a pupil changes school before the end of the academic year, the headteacher at the receiving school will write their annual report.
- If a pupil is registered at more than one school, both headteachers will write an annual report.

### **Keeping and maintaining records**

The school will ensure that the collation, retention, storage and security of all personal information complies with data protection legislation.

Educational records will be maintained and disclosed to parents at their request; these records include information about current and former pupils.

The school will also keep curricular records on every pupil, keeping a formal record of all academic achievements, skills, abilities and the progress they make at school – these will be updated once a year.

When transferring records to a pupil's new school, the headteacher will ensure the statutory requirements for the transfer are fulfilled.

The school's Records Management Policy and Data Protection Policy will be followed at all times.

### **Policy Monitoring**

This policy will be reviewed annually by the senior leadership team

At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

The senior leadership team are responsible for ensuring that the policy is followed. The senior leadership team and Governors will monitor the effectiveness of assessment practices across the school, through:

- staff meeting / discussions
- marking and feedback - sampling
- additional assessments - sampling
- moderation of pupil's work
- lesson 'sampling' (drop-ins)
- pupil 'voice'- discussions with classes
- focussed 'learning walks'
- lesson observations
- book looks, including deep / shallow dives
- pupil progress meetings with subject leaders