



# WESTFIELD SCHOOL POLICY AND PROCEDURE

## Assessment, Recording and Reporting

Date revised: September 2013  
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## RATIONALE

The Assessment, Recording and Reporting process (ARR) at Westfield School is designed to provide evidence of pupils' learning and progress in both curricular and personal development targets. Assessment data informs teachers of individual and group learning and progress, and enables the effective planning of next steps in lessons.

Assessment data informs senior leaders of individual pupil and overall patterns of group and cohort learning and progress across the school year. Patterns and trends from year to year and over recent years enable the strategic planning of further improvements to pupils' learning and progress.

## AIMS

- To increase understanding and detailed knowledge of pupils.
- To use assessment data to inform the curriculum planning process.
- To provide evidence of learning.
- To provide a baseline view of pupils' abilities as a starting point for planning individual priorities and group experiences.
- To provide information on individual pupil progress to parents and other professionals.
- To inform parents and multi-disciplinary teams prior to Annual Review meetings.
- To identify opportunities to address objectives set for Individual Progress Plans and curriculum targets via the Annual Review process.

## BASELINE ASSESSMENTS

On entry to Westfield School, the majority of pupils bring with them a wealth of information regarding their prior attainment and achievement.

Pupils entering Year R (Reception) bring with them their existing Foundation Stage Profile which has been completed by previous Early Years Providers. This provides information relating to the six areas of development within the Foundation Stage Curriculum, and is continued throughout their first school year.

Pupils entering into other year groups are assessed throughout their first term with regard to their prior attainment and achievement level using a range of standardised assessment materials dependent upon their level of functioning and ability. A baseline is created using B Squared 'best fit' statements to serve as a platform from where to measure future achievement.

## FORMATIVE ASSESSMENT

The teacher and class team record individual learning responses and achievement throughout the day. Pupil work is annotated, identifying pupil responses and the extent of adult support provided, reflecting the level of independence in pupils' work. Record sheets are also maintained for pupil responses and progress in speech and language therapy and in physiotherapy. Teachers use these assessments to plan next steps and appropriate activities for individual pupils.

## SUMMATIVE ASSESSMENT

Class teachers and their teams formally assess and record pupil attainment each term against their individual targets. This is recorded onto B Squared assessment software, and input to SIMs assessment tracking grids.

Following the removal of standardised National Curriculum (NC) levels in September 2014, the school retained use of the B Squared software to track ongoing progress. Previous content was cross referenced against new NC content, and equivalent 'levels' were established. This led to an apparent drop in attainment when initially introduced, due to the increased content and expectations of the year group based curriculum model, which was explained to parents at the time.

Extensive analysis has been undertaken as part of the Achievement for All programme, and a Westfield definition of good and outstanding progress, based upon Progression Guidance. All targets are set with high aspirations, using predictions based within the upper quartile of achievement. (appendix 1)

## ORGANISATION

Students are grouped according to age range and learning style. The class is the home base for a group of pupils, who also access flexible learning opportunities to learn in different groupings for certain subjects or activities. The class teacher is responsible for the accurate recording and evidencing of progress witnessed.

Senior leaders track and evaluate pupil progress towards the end of each term. Their analyses inform general guidance to staff and may include guidance for individual pupils. Pupil progress meetings are held with teachers in February to discuss possible interventions necessary for all students to meet their targets in July.

## MODERATION

Teachers meet each term to moderate their assessments. The Early Years leader meets with colleagues from our Cluster to moderate against the Early Years framework, and annually with the LA Early Years advisor.

The sixth form lead has formed a link with our equivalent special school in Hereford, as well as post-19 providers, in order to establish common understanding of current and continuing pathways.

## ANNUAL REVIEWS

The Annual Review process reviews the objectives and desired outcomes set out in the pupils' Education Health and Care Plans (formerly statements of special educational needs). Class teachers, members of the multi-disciplinary team and parents/carers are invited to provide reports for, and to attend, the Annual Review meeting. Progress towards these outcomes is recorded either anecdotally or in data form, and future targets are set in relation to key priorities.

## PROGRESS TOWARDS INDIVIDUAL TARGETS

Individual pupil targets are based on the four descriptors of Special Educational Needs as written on the EHC plan, ie:

- Cognition and Learning,
- Communication and Interaction,
- Emotional, Social and Behavioural Development
- Sensory and/or physical.

Curriculum Targets for Maths and English, including communication, are recorded on personalised 'Target Trackers' (appendix 2), based on the specified outcomes for **cognition and learning**. This enables learners to view their achievements over time, and staff to report on core achievements in all areas of the curriculum throughout each day.

#### INDIVIDUAL PROGRESS PLANS (IPP)

Progress against outcomes in areas other than cognition and learning, is identified and recorded in a Student Personal Achievement Record of Knowledge (SPARK). This may take the form of photographic evidence, anecdotal extracts, or data charts relating to behaviour management or improved levels of independence (see appendix 3 and 4).

For students with communication difficulties, signing, symbols or electronic communication aids are used to ensure they play a full part in the target setting process.

#### REPORTING TO PARENTS

Since participating in the Achievement for All programme, termly structured conversations are held with parents, one of which links with the annual review process. Annual Reports are issued in the second half of the summer term. Class teachers report on student progress in all curriculum areas, and any additional therapies or activities undertaken by the pupils. The distribution of reports is followed two weeks later by the opportunity to meet with parents.

#### END OF KEY STAGE ASSESSMENT

The national Statutory Assessment Tests (SATs) are not appropriate for Westfield pupils. The school reports end of key stage assessment data of pupils in key stage 2 and 3 using P Level and level descriptors to the Department for Education in English and maths, as well as the phonics screening results where appropriate.

#### ACCREDITATION AT KEY STAGE 4 AND POST 16

When students reach Year 10, the entitlement for accreditation, and/ or qualification is acknowledged. Opportunities for students to follow personalised Foundation Learning Pathways are introduced for all students; currently ASDAN Transition Challenge in KS4, and ASDAN Units of Personal Progress or Towards Independence modules in the FE Department. Additional OCR qualifications in Functional Skills, and vocational qualifications such as Food Preparation, Creative Media, Hospitality and Catering and Horticulture are delivered as discrete units at Entry Levels 1, 2 and 3.

Qualifications achieved depend upon the total number of points accrued by an individual student, leading to an Award, a Certificate, or Diploma.

#### FORMAL ASSESSMENTS AVAILABLE IN SCHOOL

Foundation Stage Profile  
B Squared

Goal Attainment Scale (GAS) assessments  
SCERTS profiles (Social Communication, Emotional Regulation Transactional Support)  
Standardised Reading tests  
Phonics check

## OVERVIEW OF ASSESSMENT RECORDS

Individual pupil folders are maintained by the class teacher. They include:

- IPP targets
- Curricular targets
- Teacher assessments
- Teaching assistant assessments

Overview records are maintained centrally. They include:

- Annual review reports
- Annual reports to parents
- IPP
- B squared

The senior leaders maintain the school assessment file that has the overview of:

- Attainment and progress data
- SLT analyses

This policy was recommended for approval by the Curriculum and Achievement Committee on 22.1.18 and subsequently approved by the Full Governing Body. To be reviewed annually or as necessary.

Signed \_\_\_\_\_ Chair of Committee on behalf of governors

Date \_\_\_\_\_

# Westfield Progression Guidance Table

Estimate + challenge = target

(Routes for Learning/SCERTS to show lateral progress with identified students)

## MATHS

### Foundation Stage to KS1

Maths	KS1 P levels/New NC levels		
Baseline End of R Yr 1 September	YR 2 progress in line with Lower Quartile	Yr 2 Westfield Challenge-progress in line with Median	Exceptional Progress PG in line with Upper Quartile
P2 (i)	P2(i)	P2(ii)	P3(ii)
P2(ii)	P2(ii)	P3(ii)	P4
P3(i)	P3(i)	P3(ii)	P5
P3(ii)	P4	P4	P5
P4	P4 + 40%	P5	P6

### KS1 to KS2

Maths	KS2 P levels/New NC levels		
PRIOR ATTAINMENT KS1 ( Y2 )	YR 6 progress in line with Lower Quartile	Yr 6 Westfield Challenge-progress in line with Median	Exceptional Progress meets PG in line with Upper Quartile
P3(ii)	P4	P4 + 60%	P5
P4	P5	P5 +60%	P6
P5	P6	P7	P8
P6	P8	1C	1B
P7	1C	1B	2C

### KS2 to KS3

Maths	KS2 P levels/New NC levels		
PRIOR ATTAINMENT KS2 (Y6)	YR 9 progress in line with Lower Quartile	Yr 9 Westfield Challenge-Progress in line with Median	Exceptional Progress meets PG in line with Upper Quartile
P4	P4 + 20%	P4 + 60%	P5
P5	P5 + 20%	P6	P7
P6	P6	P7	P8
P7	P7 +20%	P8	1C
P8	1C	1B	1A
1C	1B	1A	2C
1B**	1A	2B	3C

**Writing Track 5**

<ul style="list-style-type: none"> <li>• Continues a rhyming string</li> </ul>		
<ul style="list-style-type: none"> <li>• Hears and says the initial sound in words</li> </ul>		
<ul style="list-style-type: none"> <li>• <i>Knows the sound of some letters of the alphabet</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <i>Identifies the letters of the alphabet by their sound</i></li> </ul>		
<ul style="list-style-type: none"> <li>• Can segment the sounds in words and blend them together and knows which letters represent some of them.</li> </ul>		
<ul style="list-style-type: none"> <li>• Links sounds to letters, naming and sounding the letters of the alphabet</li> </ul>		
<ul style="list-style-type: none"> <li>• <i>Points to names / words beginning with the same letter as their own name</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <i>Matches written shapes / letters</i></li> </ul>		

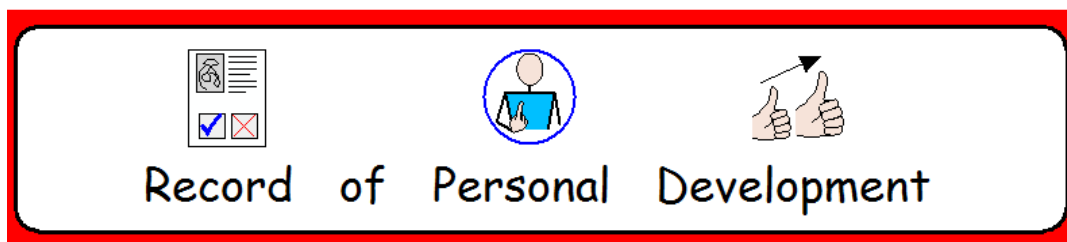
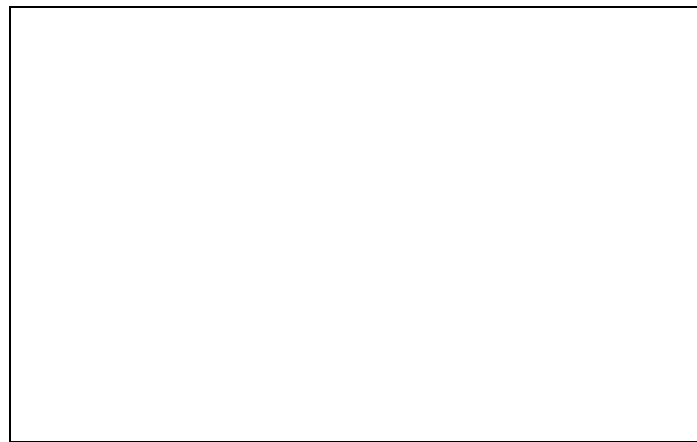
Westfield School GAS Progress Record

Name

DOB

Autumn					Spring					Summer														
Target- To independently remain at work station for 5 minutes																								
+2	+1	0	-1	-2						+2	+1	0	-1	-2						+2	+1	0	-1	-2
Target- To remain on her feet when out in the community																								
Target- To remain focused on activity for 5 minutes unsupported																								
Trends/ Observations.																								
Autumn					Spring					Summer														
Target-																								
+2	+1	0	-1	-2						+2	+1	0	-1	-2						+2	+1	0	-1	-2
Target-																								
Target-																								
Trends/Observations																								





NAME:

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## My Personal Targets:

### Communication and Interaction:

Date:

Review:

### Emotional, Social and Behavioural Development:

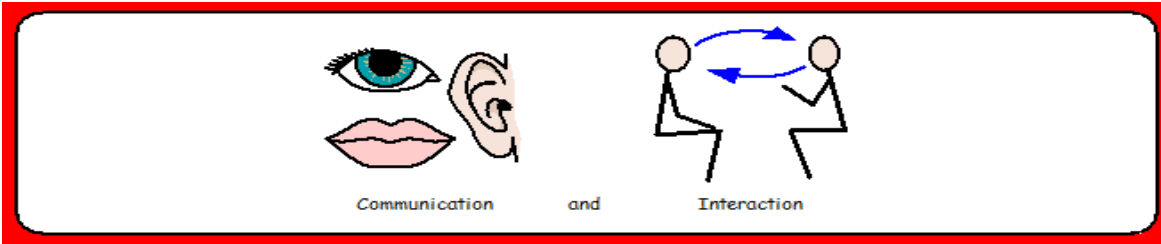
Date:

Review:

### Sensory and/or Physical:

Date:

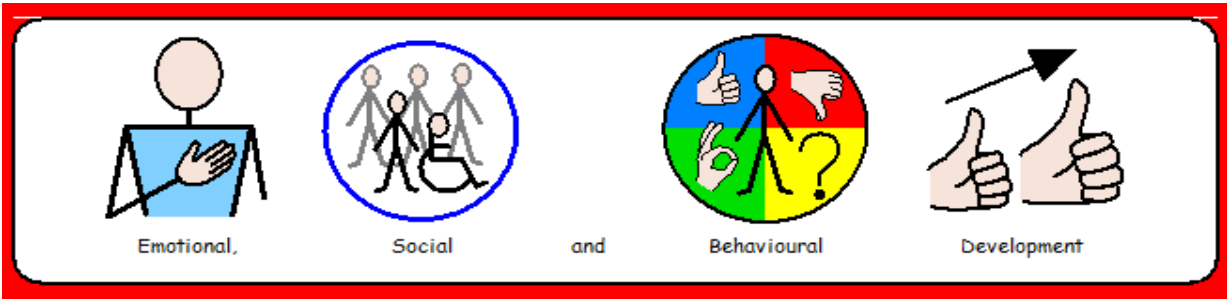
Review:



Name:

Date:

Student action/response/engagement	Teacher comments, next steps.



Name:

Date:

Student action/response/engagement	Teacher comments, next steps.