



Bracken Hill School

Assessment and Recording Policy

Author: Mr Jackson

Policy Type: Whole School

This policy is reviewed biennially to ensure compliance with current regulations

The Governors of the school recognise that all staff play a vital role in the achievement of high standards and in providing our pupils with the best opportunities matched to their needs.

Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers.
- Clearly set out how and when assessment practice will be monitored and evaluated.

Legislation and Guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

Principles of assessment

At Bracken Hill School accurate and timely assessment is key to capturing student progress and identifying a students next steps in their learning journey.

Assessment can be formal or informal. It maybe linked to external accreditations, statutory assessments, subject progress or attainment towards EHCP objectives.

Solar is our assessment system used to track student progress across a range of assessment frameworks and accreditations depending on the learning needs of the individual child.

We aim to ensure that assessment is a manageable part of our teachers' role as this supports the quality and accuracy of assessment while also providing a manageable workload for staff.

Assessment Approaches

At Bracken Hill School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment:

- **Formative** – provides information for the teaching to plan the next steps in a student's learning and is often used to provide opportunities for students to assess themselves against objectives and personal targets.
- **Diagnostic** – provides more detailed information about individual student's strengths and weaknesses and identifies a starting point for target setting.
- **Summative** – assesses the attainment of a student at a given point in time. Considers the progress made by a student compared to learning 'milestones' and expected rates of progress. This may include nationally standardised summative assessments and external accreditations.

Nationally standardised summative assessments include:

- Reception baseline assessment.
- Phonics screening check in year 1.

- National curriculum tests and teacher assessments at the end of Key Stage 1 and Key Stage 2.

External accreditation assessments include:

- GCSEs
- Entry Level Awards
- Functional Skills
- Unit Awards

Strategies used for assessment at Bracken Hill School include:

- Classroom observations – seeing how a student copes with tasks, including observations using the Engagement Model
- Listening to students whilst they work and recording observations
- Discussions with students in informal and formal settings
- Review of students' work
- Assessment tasks at the end of modules
- Holistic assessment of student capabilities, for example, sensory assessments

Collecting and Using Data

At Bracken Hill School we use Solar to record student progress against a variety of assessment criteria. These assessment criteria vary depending on the pathway that the student is in and any external accreditations that the student is completing. Targets to support monitoring students progress are set in all academic frameworks based on the students' level of need and the allocated curriculum time.

All students are assessed termly in English and Maths. All Adventurers and Pioneers are also assessed termly in PSHE and Computing. The AET framework is used to evidence student progress for students within our Explorers pathway.

Assessment is continuous. New students should be baselined in all appropriate assessment frameworks within two weeks of starting at Bracken Hill School.

Termly data collection is used to:

- Inform planning including differentiation
- Review progress in termly student progress meetings
- Review progress in annual curriculum progress meetings
- Inform Annual Review meetings
- Inform parent evening conversations
- Inform end of year reports

Reporting to parents/carers

Regular communication between class teams and parents/carers is expected for all students at Bracken Hill School. Within each academic year parents are informed about the following:

- How their child is performing in relation to their past achievements.
- Attendance.
- Progress across all subjects.
- Progress towards IEP targets.
- Strengths and any particular achievements.
- Areas of development and next steps in learning.
- How parents/carers can help at home.
- Individuals wellbeing, behaviour and engagement.

Inclusion

All students at Bracken Hill School have an EHCP. We have therefore developed a range of assessment frameworks and processes to capture the progress all students make no matter their learning need or how small these steps may be. We use meaningful ways of measuring all aspects of progress including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils.

Training

There are frequent training opportunities at Bracken Hill School to support staff development and build consistency into our assessment and recording strategies. These include but are not limited to:

Whole School CPD – Whole school inset is often used to ensure consistency at the beginning of each school year. Appropriate resources and support can be signposted within this CPD.

Teacher Meetings - Termly teacher meetings linked to assessment and recording. Recently these have included the use of Solar, the introduction of Progression Map and subject specific content.

Student progress Meetings – these occur termly for all class teachers. The focus is identifying student progress over the term. What has worked well for the student and what their next steps in learning should be.

Moderation – All teachers participate in termly moderation meetings to ensure that students work is accurately assessed.

External Assessment Groups – all subject leads have been linked up within special school networks where they have opportunities to share good practice and moderate our students progress with other special schools in the local area.

Roles and Responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.

Headteacher

The headteacher is responsible for:

- Ensuring the policy is adhered to.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities.

Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy.
- Being familiar with the standards for the subjects they teach.
- Keeping up to date with developments in assessment practice.

Monitoring

All teaching staff are expected to read and follow this policy. Richard Jackson is responsible for ensuring that the policy is followed. The senior leadership team will monitor the effectiveness of assessment practices across the school through:

- Pupil progress meetings
- Learning Walks
- Lesson Observations
- Book scrutinies
- Moderation

This policy will be reviewed biennially by Richard Jackson. At every review, the policy will be shared with the governing board.