## Assessment, Recording and Reporting Policy

At Tulip Academy Spalding we believe that to facilitate teaching and learning, a comprehensive assessment strategy is essential. Equal opportunities lie at the heart of all that we do at Tulip Academy Spalding.  We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support they need.

The Local School Board and Head Teacher of Tulip Academy Spalding ensure that assessment, recording and reporting will be based on the whole school principles of:

• 	Equal opportunities

• 	Individual needs

• 	Age appropriateness

• 	Pupil involvement

• 	Recognition of previous learning and experiences

• 	Sensitivity and understanding

• 	Parental involvement

• 	Challenge and pupil progress

## Assessment

Assessment is the means of identifying the progress which pupils make with the aim of developing the whole child and to continually improve the quality of teaching and pupil learning within the school.

Assessment provides the basis for:

• 	Acknowledging achievement (academic and personal)

• 	Planning for learning

• 	Recording experience, developing knowledge and skills

• 	Reporting for a range of purposes and to different audiences e.g.: to parents, to Local School Board members, to outside agencies and to the trust.

At Tulip Academy Spalding, the cycle of continually assessing progress keeps the learner as the core focus.

**Assessment Model**
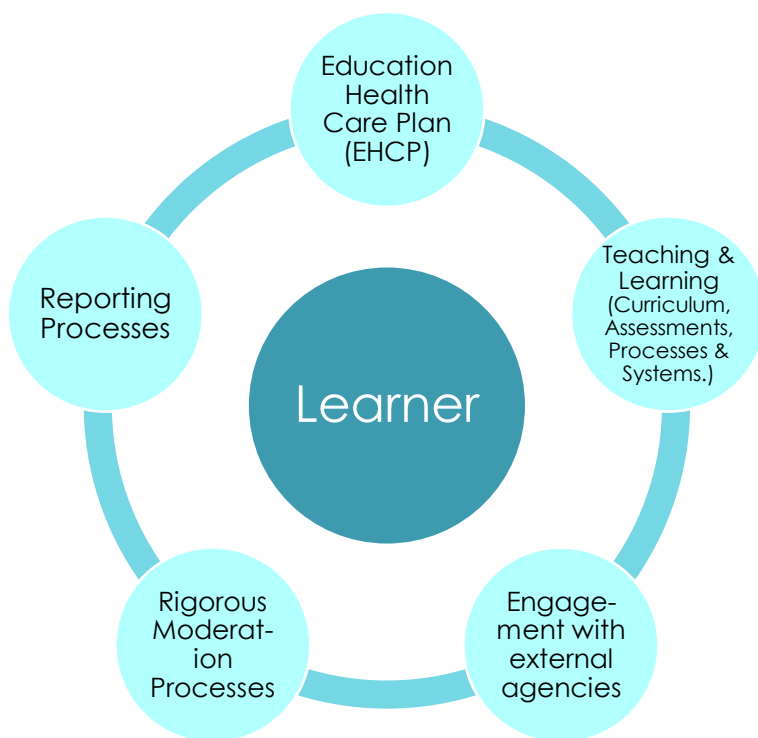


**Assessment Cycle**
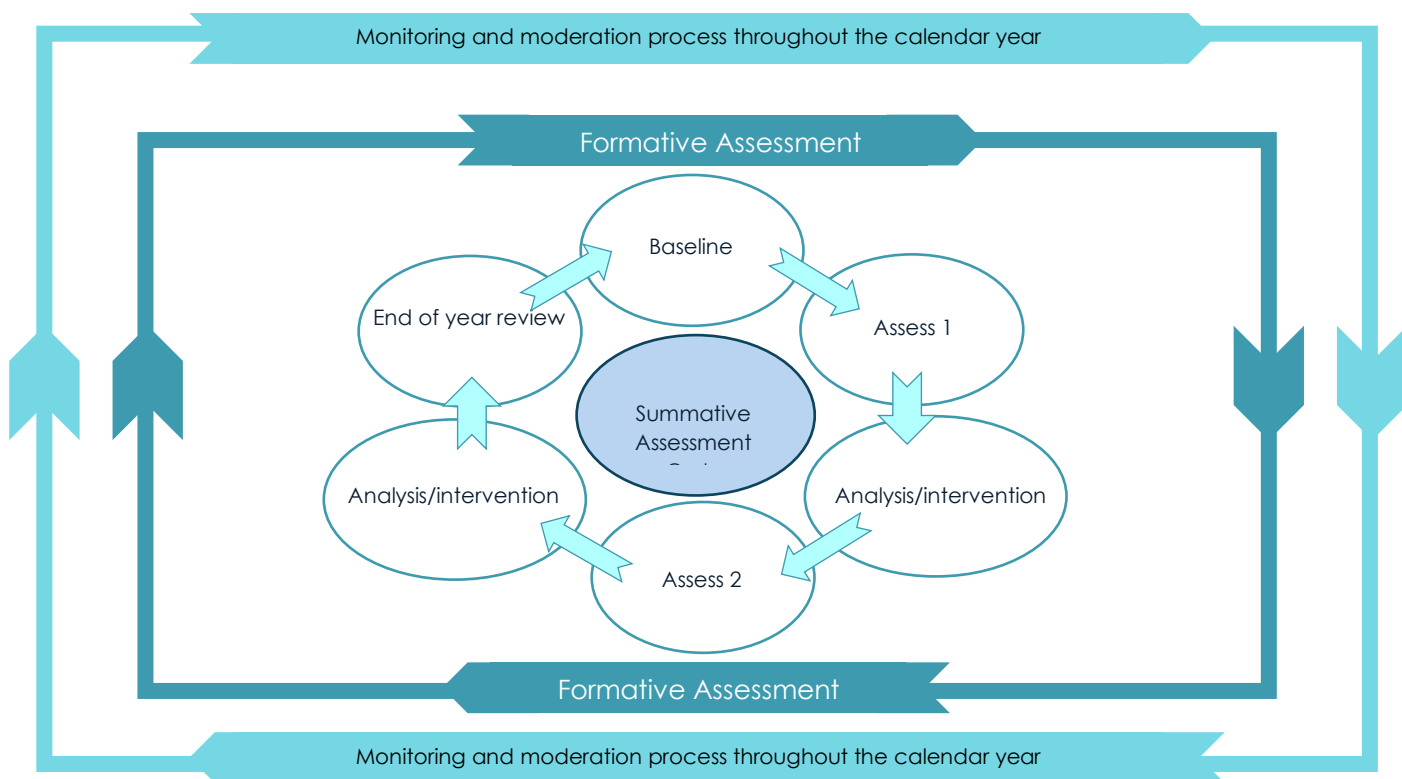
Whole school assessment methods:

- During lesson time, to use effective questioning techniques, learning observations and monitoring of pupils work to check their understanding and progress towards the given learning questions, success criteria and/or personal objectives.
- Through progressive summative assessments where, following a sequence of learning, pupils will be assessed to see what learning has taken place and to ascertain the effectiveness of teaching methods, pupils' groupings and resources.
- Formative assessments will use information gained through assessment to improve planning and address the continuity of learning to ensure future learning is matched to individual student's needs.

## Assessment methods within our Learning Pathways

As an all-need specialist setting our curriculum offer is arranged into different learning pathways, specifically designed to meet the individual needs of our pupils. Acknowledging this the assessment systems utilised vary slightly by pathway.

Key terminology:

Assessment Book: A record of a pupil's working level. An assessment book is arranged into subject specific strands and stages of learning.

Assessment Progress Slip: An assessment record capturing pupil progress towards a specific learning component, objective or personalised outcome.

Assessment Exit Slip: An assessment record capturing pupil progress over time. An exit slip is collated at the end of sequence of learning demonstrating progress within that unit of work.

## Formal Pathway

- Assessment books are used to record and collate pupil progress in English, Mathematics, Science, Computing and Personal Social Development. Descriptors are arranged into stages and are linked to age related expectations, examination specification and/or other progressions guidance. Pupils are set expected outcomes within each stage and stand of learning and progress towards these outcomes is recorded, for each pupil and subject, three times per academic year.
- Assessment exit slips are used to record and collate pupil progress in all other subject areas. These are completed at the end of a topic highlighting pupils' successes, progress and next steps within their learning. For the unit of learning studied there will be a progress statement. Teachers will make a judgement to establish whether the pupils is emerging, developing, secure or has mastered the key concepts, knowledge and/or skills taught. Where the topic of learning is specifically linked to an accreditation the assessment exit slip will reference the set criteria being assessment within that unit. The collation of evidence, to justify this decision, will vary between subjects and the preferred method of recording. Should a child typically work from a workbook, evidence will be available within the workbook and an exit slip will be added to the end of the stream of work. Should a pupil typically complete work practically evidence will be collected by photo, video and through observation. These items will be collated and recorded within evidence for learning.
- Standardised assessments through Renaissance, in Reading and Maths, will be completed 3 times per year. This supports baselining and accurate assessment keeping.
- Read Write Inc assessments will be completed 3 times per year.

- Functional Skill Qualification (Entry Level 1 – Level 2) in English and Mathematics – Year 11 students only.
- Entry Level qualification in Science and Computing.
- AQA Accreditation.

**Semi-Formal Pathway**

- Assessment books are used to record and collate pupil progress in English, Mathematics and Personal Social Development. Descriptors are arranged into stages and are linked to age related expectations, examination specification and/or other progressions guidance. Pupils are set expected outcomes within each stage and stand of learning and progress towards these outcomes is recorded, for each pupil and subject, three times per academic year.
- Assessment progress slips are created through evidence for learning. They assist with teacher judgements made in assessment books
- Assessment exit slips are used to record and collate pupil progress in all other subject areas. These are completed at the end of a topic highlighting pupils' successes, progress and next steps within their learning. For the unit of learning studied there will be a progress statement. Teachers will make a judgement to establish whether the pupils is emerging, developing, secure or has mastered the key concepts, knowledge and/or skills taught. Where the topic of learning is specifically linked to an accreditation the assessment exit slip will reference the set criteria being assessment within that unit. The collation of evidence, to justify this decision, will vary between subjects and the preferred method of recording. Should a child typically work from a workbook, evidence will be available within the workbook and an exit slip will be added to the end of the stream of work. Should a pupil typically complete work practically evidence will be collected by photo, video and through observation. These items will be collated into an assessment slip within evidence for learning.
- Where appropriate, standardised assessments through Renaissance in Reading and Maths will be completed 3 times per year. This supports baselining and accurate assessment keeping.
- Where appropriate, Read Write Inc assessments will be completed 3 times per year.
- Where appropriate, Functional Skill Qualification (Entry Level) in English and Mathematics – Post-16 students only.
- AQA Accreditation.

**Informal Pathway**

- Personal Learning Goals (PLG's) are pupil centred targets written to support the young person emerging needs. Informed by the Education Health and Care Plan, and other professional documentation, targets are arranged into the four main area of need. Each pupil will have a minimum of four PLG's although additional goals may be set if there is a specific need.
- Assessment slips are routinely collated and added to evidence for learning to evidence a child's progress within their learning, specific programmes and towards their personal learning goals.
- In addition to Personal Learning Goals teachers will make judgements and maintain a Pupil Progress Wheel. The system will assist teacher in maintaining key information related to the four areas of need and distinctive areas of development.
- With specific areas of curriculum strength it will be appropriate for a pupil to step into and access aspects of a semi-formal curriculum. In such cases the pupil will be assessed using the above semi-formal model.

**Pre-Formal Pathway**

- Personal Learning Goals (PLG's) are pupil centred targets written to support the young person emerging needs. Informed by the Education Health and Care Plan, and other professional documentation, targets are arranged into the four main area of need. Each pupil will have a minimum of four PLG's although additional goals may be set if there is a specific need.
- Assessment slips are routinely collated and added to evidence for learning to evidence a child's progress within their learning, specific programmes and towards their personal learning goals.
- One assessment exit slip, recorded on evidence for learning, per term, evidencing progress against personal learning goals and the five areas of engagement.
- In addition to Personal Learning Goals teachers will make judgements and maintain a Pupil Progress Wheel. The system will assist teacher in maintaining key information related to the four areas of need and distinctive areas of development.

**Baselining**

Acknowledging the complex and varied needs of our learners when baselined, we utilise information from a variety of sources such as

- assessment records from the previous settings. Including standardised assessments, progress reports, workbooks and teacher judgements and observations.

- pen profiles provided by the pupils' former school, visits to pupil's previous settings & discussions with staff there.

- minutes from meetings with professionals such as the behaviour mentor, learning mentor, SENCOs, pupils and their parents

- our knowledge of pupils in this setting.

- review of CPOMS to check observations & incidents recorded since starting at Tulip Academy Spalding.

- information from EHCPs and other professional reports.

- discussions with staff from the school & outside agencies who regularly work with the pupil

This information allows us to build a clear picture of the individuals and to determine a starting point using the internally developed assessment systems. This ensures targets are set at an appropriate level.

**Moderation and Informing the Assessment Process.**

Moderation is way of maintaining rigour in the assessment process. It confirms teacher judgements and aims to standardise the levelling of work throughout the school. This will inform the planning for individual and group lessons. The following steps will be taken to moderate the assessment of pupils' work and progress:

I.   Internal moderation procedures to ensure that teacher assessments meet the criteria set by the Qualifications and Curriculum Authority (QCA)

II.  Internal moderation to ensure that individual teacher judgements are corroborated to achieve 'best fit' rounded judgements when completing the internal stages assessment book.

III. Setting targets as part of the annual review process, next steps and individuals plans.

IV. Tulip Academy Spalding engages in an external moderation programme organised by LEARN SEND Hub. This working relationship includes several other special schools in Lincolnshire.

## Reporting

### Mid-Year Reporting

Following the tri-annual assessment reviews parents/carers are presented with data outlining pupils progress in the following areas:

I. Stages of progress in English, Mathematics and PSD (formal and semi-formal) and Science and Computing (formal).

II. KS4 assessment levels, linked to accreditation, in English and Mathematics.

III. Pupil progress wheel (informal and semi-formal).

### Annual Review

This outlines pupils progress in the following areas:

I. Stages of progress in English, Mathematics and PSD.

II. Assessment levels, linked to accreditation and qualifications.

III. Targets set in pervious EHCP review and comments on level of achievement to date

IV. Pupil's attendance throughout the year

V. Pupil progress wheel (informal and semi-formal).

### Annual Report

A report is prepared for all pupils by each class and/or subject teachers.  This report communicates:

I. How well the pupils is doing in core National Curriculum subject areas.

II. How well the pupil is doing in non-core or topic-based learning.

III. How well the pupil is doing in their option subject (Formal Learners – Secondary Middle)

IV. How well the pupil is doing in other subjects and activities which are part of the school's curriculum

V. How much effort and commitment the pupils demonstrate per subject.

VI. How well each pupil is progressing socially

Tulip Academy Spalding believes in providing regular opportunities for teachers to communicate with parents about how their child is progressing and how they can support their child's learning. This communication process is also supported by the use of home/school books as a means of teacher/parent liaison. Throughout the year open discussion is welcomed

### Assessments made by other professionals

The following services contribute to annual reviews and progress meetings as appropriate:

• speech and language therapy

- art therapy

- occupational therapy

- physiotherapy

- CAMHS

- Educational Psychologist

- And possibly other services

Assessments made by these professionals will be used to support the teaching strategies and learning outcomes for the pupil.

## How is the data collected to be used?

All assessment information will provide evidence of individuals performance year on year.  It will:

I.   enable the school to monitor individuals performance against class results

II.  enable the school to monitor individual's performance against LEA, cohort groups and other special schools.

III. Enable the monitoring of different group of learners

IV.  Enable the monitoring of pupil/cohort achievement in different subject areas

V.   enable analysis to discover whether pupils make consistent progress throughout the school. To identify what aspects of curriculum and teaching need to be strengthened.

This information will then be used to:

I.   inform Local School Board members, Parents, the Local Authority, the Academy Trust and OFSTED

II.  inform the whole school development plan

III. inform subject development plans.

## Policy review

Tulip Academy Spalding considers the Assessment, Recording and Reporting Policy document to be important and the SLT will undertake a thorough review of both the policy and practice each year and report to the Local School Board annually.

| Pathway | Assessment Expectations | | | |
|---|---|---|---|---|
| **Formal Pathway** | English, Maths, Science, Computing, PSED | Humanities, PSHE, RSE, Art and Design, Design Technology, Careers, | PE, Music, Food Technology, Forest School | Other |
| | Assessment book is in place and is used to record and collate pupil progress over time. Pupils are baselined in the assessment book on entry to the school (within six weeks). Learning and progress towards set outcomes is updated three times per academic year (December, March and June).<br><br>Assessment progress slips are created through evidence for learning to capture practical aspects of learning and therefore to assist with teacher judgements made in assessment book. (*The vast majority of learning will be evidenced within a workbook).* | Assessment progress slips are created through evidence for learning, for practical aspects of learning, to assist with teacher judgements made when completing assessment exit slips.<br><br>Assessment exit slips are created to record and collate pupil's progress within the term's unit of work. An assessment exit slip will be added to a pupil's workbook at the end of the stream of work. (1 per pupil, per topic, per subject). | Assessment progress slips are created through evidence for learning for practical aspects assist with teacher judgements made when completing assessment exit slips.<br><br>Assessment exit slips are created to record and collate pupil's overall progress within the term's unit of work. Photo, video and teacher observations will be collated into an observation record within evidence for learning. (1 per pupil, per topic, per subject). | Standardised assessments through Renaissance in Reading and Maths will be completed 3 times per year. This supports baselining and accurate assessment keeping.<br><br>Read Write Inc assessments will be completed 3 times per year.<br><br>Functional Skill Qualification (Entry Level 1 – Level 2) in English and Mathematics – Year 11 students only.<br><br>Entry Level qualification in Science and Computing.<br><br>AQA Accreditation. |
| **Semi-Formal Pathway** | English, Maths and PSED | | PSHE, RSE, STEM, Humanities, Creative Arts and Physical Development. | Other |
| | Assessment book is in place and is used to record and collate pupil progress over time. Pupils are baselined in the assessment book on entry to the school (within six weeks). Learning and progress towards set outcomes is updated three times per academic year (December, March and June). | | Assessment progress slips are created through evidence for learning to capture practical aspects of learning and therefore to assist with teacher judgements made when completing assessment exit slips. | Where appropriate…<br><br>Standardised assessments through Renaissance in Reading and Maths will be completed 3 times per year. This supports baselining and accurate assessment keeping. |

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| | **Pupil working within workbooks.** Assessment progress slips are created through evidence for learning to capture practical aspects of learning and therefore to assist with teacher judgements made in assessment book.<br><br>**Practical based learning.**<br><br>Assessment progress slips are created through evidence for learning. They assist with teacher judgements made in assessment books. (1 assessment slip, per pupil, per component of learning, per subject). | Assessment exit slips are created to record and collate pupil's overall progress within the term's unit of work. Photo, video and teacher observations will be collated into an observation record within evidence for learning. (1 per pupil, per topic, per subject). | | Read Write Inc assessments will be completed 3 times per year.<br><br>Functional Skill Qualification (Entry Level) in English and Mathematics – Post-16 students only.<br><br>AQA Accreditation. |
| **Informal Pathway** | Communication and Interaction | Cognition and Learning | Social, Emotional and Mental Health | Sensory and/or Physical | Other |
| | Personal Learning Goals (PLG's) are pupil centred targets written to support the young person emerging needs. Each pupil will have a minimum of four PLG's although additional goals may be set if there is a specific need.<br><br>Assessment slips are routinely collated and added to evidence for learning to evidence a child's progress within their learning, specific programmes and towards their personal learning goals. 1 slip, fortnightly, per pupil.<br><br>Pupil Progress Wheel. The system will assist teacher in maintaining key information related to the four areas of need and distinctive areas of development. This will be updated three times per academic year. | | | | With specific areas of curriculum strength it will be appropriate for a pupil to step into and access aspects of a semi-formal curriculum. In such cases the pupil will be assessed using the above semi-formal model. |
| **Pre-Formal Pathway** | Communication and Interaction | Cognition and Learning | Social, Emotional and Mental Health | Sensory and/or Physical | |
| | Personal Learning Goals (PLG's) are pupil centred targets written to support the young person emerging needs. Each pupil will have a minimum of four PLG's although additional goals may be set if there is a specific need.<br><br>Assessment slips are routinely collated and added to evidence for learning to evidence a child's progress within their learning, specific programmes and towards their personal learning goals. 1 slip, fortnightly, per pupil.<br><br>One assessment exit slip, recorded on evidence for learning, per term, evidencing progress against personal learning goals and the five areas of engagement. | | | | |

| | Pupil Progress Wheel. The system will assist teacher in maintaining key information related to the four areas of need and distinctive areas of development. This will be updated three times per academic year. |