

Assessment, Reporting and Recording Policy

Purpose and terminology

Assessment is the process by which pupils, parents/carers, teachers, support staff and Local Authorities gain an insight into learning. It is integral to both teaching and learning.

Assessment provides the basis for:

- Acknowledging achievement (academic and personal)
- Planning for learning and teaching
- Recording experience, developing knowledge and skills
- Reporting for a range of purposes and to different audiences e.g. to parents, to Governors and to Local Authorities.

Summative assessment is assessment **of** learning that can provide evidence of progress. It provides a snapshot of what a pupil knows, understands and can do at a given point in time (includes statutory and annual assessments and accreditation or exam results).

Formative assessment is assessment **for** learning that informs and facilitates learning on a daily basis by identifying personalised learning goals and ensuring activities are tailored to individual learners learning and development needs. Includes day-to-day and moment-to-moment assessment.

Recording is the means by which staff identify and keep information about learning.

Through the planned use of recording systems, information about pupils' achievements is noted and retained.

Reporting is the process of providing information about pupils' learning and achievements to a range of audiences.

Aims:

- To help **pupils** to:
 - recognise, celebrate and take pride in their achievements,
 - review their progress through self assessment and recognise areas and skills that need to be strengthened
 - become involved in planning their own future learning and how they will make progress towards achieving their longer term goals
 - record their own achievements and share these with others

- To help **staff** to:
 - have a thorough understanding of each pupil's particular abilities, skills, understanding and learning support needs informed by comprehensive assessment
 - ensure that each child makes the best possible progress towards their identified goals, outcomes and potential as a result of planning for learning informed by accurate assessment of each pupil's abilities, skills, understanding and learning support needs
 - plan future learning targets for individual pupils and groups of pupils
 - provide learning opportunities that are stimulating, purposeful and challenging
 - track pupil progress and identify those at risk of under achievement and identify possible learning support interventions
 - plan future teaching through evaluation of materials, resources and strategies e.g. subject leadership and development

- To help the **school** to:
 - provide continuity and progression within school, to home and beyond
 - evaluate effectively whole school curriculum planning and teaching practice
 - meet statutory requirements
 - contribute to effective transitions
 - constantly raise the expectations of teaching staff, pupils and parents
 - ensure that teaching staff know what is expected of them with regard to assessment
 - report accurately to local authorities and other external stakeholders
 - identify school development priorities, staff training strengths and needs and the efficient and effective deployment of resources
 - compare the progress made by different groups of learners to ensure that no group is disadvantaged

- To help **parents** to:
 - know how their child is doing as a result of accurate information about their progress, attainment and achievements
 - participate in celebration of achievements
 - be aware of how to best help and encourage their child and their learning at home

Assessment and Autism

Assessment is not an end in itself; its main purpose is to support teaching and learning by identifying what learners already know and can do and what their next steps should be. Assessment is an integral part of teaching and learning and is evident in every lesson and learning opportunity at TreeHouse School. For specialist settings such as TreeHouse, there are particular challenges with regard to assessment approaches. For example, the progress of learners with autism is often not linear and skills may not be generalized spontaneously between different environments or settings. Many formal or standardized assessments also rely on

the cooperation and engagement of the young person, which may, at times be difficult for children and young people with autism.

The 'What is good practice in autism education' report commissioned by the Autism Education Trust identified that good autism practice involves the use of multiple assessment tools and methods including the use of formal and informal assessment and the capture of quantitative and qualitative data in order to assess progress across a range of areas important to a young person with autism (Charman et al, 2010). Examples include academic skills and progress through the national curriculum, social skills, communication, daily living and independence skills, self-management, barriers to learning, coping skills, learning skills etc.

Methods of assessment

TreeHouse School pupils all have individual learning styles and levels of ability and our methods of assessment therefore take account of this. Methods that we use include:

- Formal assessments, where the pupil is asked to complete tasks which indicate his/her knowledge or approach to learning
- Criterion-references assessment, which measure a pupil's attainment against a list of developmental skills
- Observational assessment, where a member of staff observes a pupil's response to learning or unstructured activities
- Dynamic assessment, which looks at and records the pupil's response within a direct learning task
- Marking and review of written work or other forms of 'permanent product' such as art work
- Questioning, which enables the staff team to make a judgment about a level of understanding
- Reviewing qualitative evidence such as photos or videos collected over a period of time
- Quantitative data analysis e.g. measuring the frequency and intensity of behaviours that challenge
- Multi-disciplinary discussion e.g. to review an IEP or discuss the outcomes of a particular assessment
- Completion of accreditation schemes e.g. ASDAN, awards and examinations.

Pre-Admission Assessment

Pre-admissions assessments are conducted in order to identify the learning and behaviour support that a child would require if placed at TreeHouse School. TreeHouse School does not select pupils on the basis of assessment results. Placement is not conditional upon assessment findings. For further information, please refer to our Admissions Policy.

Baseline assessment

TreeHouse School conducts baseline assessments of each pupil's abilities within the first 6 weeks of intake. These assessments are carried out by appropriate member/s of the multi-disciplinary team. The purpose is to help staff acquire a thorough understanding of each pupil's particular abilities, skills, understanding and learning support needs, including how autism impacts on the individual pupil. Identifying each pupil's specific learning needs then informs the development of their personalised curriculum plan and priorities for learning and intervention. This assessment period also provides initial baseline measures against which to assess future progress.

Baseline assessments include;

- P-Levels, National curriculum levels
- Vineland Adaptive Behaviour Scales (VABS-II)
- Verbal Behaviour Milestones and Pupil Placement Programme (VB-MAPP)
- Assessment of Basic Language and Learning Skills (ABLLS-R) – for young children or very early learners
- Essentials for Living (EFLs) – Essential 8
- Behaviour Problems Inventory (BPI)
- Social Communication Questionnaire (SCQ)
- Speech and Language Therapy assessments e.g. CELF, Derbyshire, BPVS
- Occupational Therapy assessment e.g. Movement ABC, Beery
- Assessment against the TreeHouse Group Skills Framework

Annual/Periodic assessment

Pupils are assessed annually in line with their annual review cycle in order to monitor progress and to gain a clear picture of their current skills, gaps, strengths and weaknesses in order to generate appropriate and challenging targets for the year ahead.

More thorough assessments are carried out at key transition points.

Admissions Assessment (pre-placement)	Baseline at entry (within 6 weeks)	Annual
Essentials for Living Skills - Essential 8 SCQ If Tribunal Pending <ul style="list-style-type: none"> • VABS • BPI-S 	VABS VB-MAPP BPI-S P Levels/NC Levels	Annual Reviews <ul style="list-style-type: none"> • VABS • NC/P Levels • VB-MAPP • BPI-S • Essentials for Living (Yr 8 and above)

	<p>Essentials for Living (Year 8 and above)</p> <p>Speech & Language Therapy assessment using the most appropriate measure for the pupil concerned.</p> <ul style="list-style-type: none"> • CELF • BPVS • Derbyshire <p>Occupational Therapy assessment using the most appropriate measure for the pupil concerned.</p> <ul style="list-style-type: none"> • Movement ABC • Beery <p>Assessment against the TreeHouse Group Skills Framework</p>	<ul style="list-style-type: none"> • Assessment against the TreeHouse Group Skills Framework <p>Key Transition Points</p> <ul style="list-style-type: none"> • Speech Therapy Assessment (Yrs 5, 9 & 13) • Occupational Therapy Assessment (Yrs 5, 9 & 13) • Essentials for Living – introduce from year 8 • BAS-II (if tribunal pending or risk of secondary transfer being challenged) <p>Optional</p> <ul style="list-style-type: none"> • ABLLS-R (Young children or early learners only)
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Accreditation

Tool	When?	Who is responsible?
ASDAN Transition Challenge	Years 10 & 11 (KS4)	Assistant Head, Upper School
ASDAN Towards Independence (our broad range includes Horticulture, Catering, Creative Arts, Independent Living)	Years 12-14 (KS5)	Assistant Head, 6 th Form
AQA Special Units	Years 12-14 (KS5)	Assistant Head, 6 th Form
Edexcel Functional Skills	Years 12-14 (KS5) – extended to KS4 where appropriate	Assistant Head, 6 th Form

Where appropriate, we will work with other providers to support learners in the 6th Form to gain other qualifications that will further their interests and help them achieve their goals.

Daily Assessment

Day-to-day assessment is based on learning objectives (including Individual Education Plan (IEP) and/or Personalised Intervention Plan (PIP) targets and teaching/intervention strategies, which have been identified for particular lessons, goals or learning opportunities. During teaching, class teams monitor the progress being made through the use of robust data collection systems in order to judge how far objectives are being met and whether strategies used are effective. Day to day assessment informs the planning for the next lesson, learning opportunity or goal for each pupil. For example, it may show that physical prompting can be reduced in the next session or that a pupil is ready to move onto a more challenging target. Staff will also note any other key achievements noticed by any members of the team.

Incidental Assessment

Alongside planned assessment we also seek to identify key achievements outside the planned learning outcomes. A pupil may demonstrate a skill, which has been worked on in another lesson, or show a response related to the curriculum area but not the planned learning objective. We also seek to be alert to the 'wow moments' where a pupil engages in an activity for the first time or unexpectedly display a skill which has not been previously observed e.g. using a communication system spontaneously for the first time or accepting another pupil at the lunch table. These are significant steps of progress that need to be recorded, shared and celebrated.

Involving pupils

We actively involve learners in recognizing and assessing their progress in ways that reflect their level of understanding and their learning style, through regular and timely feedback throughout the lesson, visual displays, token boards and progress charts.

Target setting

Assessments are only useful if they inform teaching and learning and therefore, the use of formative, summative and incidental assessment is crucial to the target setting process for individual pupils. At TreeHouse school five key areas lead the target setting process:

1. Importance to the pupil
2. Importance to the family
3. Assessment outcomes
4. The TreeHouse School curriculum
5. Statement objectives or EHCP outcomes

Target setting for all learners is achieved through multi-disciplinary teamwork and is based on evidence rather than opinion.

Annual targets are set at the time of the pupil annual review and describe the outcomes to be achieved over the academic year and how these feed into the long-term outcomes identified on the Education, Health and Care Plan.

Termly targets are set for each pupil and reviewed each term. MDTs meet once per term for each individual pupil prior to their termly or annual review in order to assess progress through their personalised curriculum targets. This involves analysis of progress data and evidence using the systems described above and the setting of new targets for the next term.

Please see '**Planning guidelines for staff**' for further information on how the MDT work together to generate person centered targets and teaching approaches for each individual pupil at TreeHouse School.

Recording

What is recorded?

At TreeHouse School we record:

- Pupils progress throughout all areas of their personalised school curriculum. This is achieved through robust data collection systems in place throughout the day for all group and individual and group teaching
- Termly and annual progress through IEP summaries and annual review reports
- Photographic evidence of learners achievements e.g. during a rock climbing lesson
- Qualities, skills, achievements and interests as well as dietary and health requirements through the use of pupil one page profiles
- Behavioural data for any targets designed to overcome barriers to learning
- Results of formal assessments e.g. P-Levels, ASDAN
- Results of informal assessments and 'must capture' moments using a variety of methods such as written notes, photographs, videos, permanent products (e.g. handwriting books)
- Highlights and challenges of the day through the home-school communication book.

Reporting mechanisms

Arrangements for reporting to parents and carers

Daily: Parents/carers receive a daily home-school communication book containing information about their child's day at school. This information is of a pastoral nature in addition to information about specific skills that parents/carers have indicated that they would particularly like to hear about. Parents can indicate this preference by noting it down in the home-school book.

Fortnightly: Parents/carers receive a bi-weekly contact detailing progress made at school over the two-week period. The reporting medium is agreed with the parents at the start of the year. Options offered by the class lead are a one-page written progress report; a phone call home; an email update. We recognise that parents and carers have different preferences for communication style and try to work with these. Reports in whatever form cover selected targets in agreement with parents/carers.

Termly: Staff and parents/carers meet every term to review their child's progress through their Individual Education Plan (IEP). Progress against current IEP targets is sent home prior to this meeting. Meeting time is spent discussing progress and agreeing targets for the coming term. The IEP is then updated and sent home within one week of the meeting.

Parents also receive a Termly Curriculum Report in the final week of each school term detailing their child's progress across all areas of their personalised school curriculum and included updated P-Level or National Curriculum level assessments.

Annually: Annual review meetings are held once per year to review each pupil's statement of special education needs or education health and care plan. This meeting replaces the termly review meeting for the term in which it is held. During this meeting the pupil's progress over the previous year is reviewed along with targets and provisions being agreed for the coming year. Annual review reports detailing progress towards outcomes, assessment results and provision is sent to all parties three weeks prior to the annual review meeting.

Both the IEP and Termly Curriculum Reports are included in the Annual Review paperwork sent to the Local Authority prior to a child's Statement review of Education Health and Care Plan review.

Arrangements for reporting to local authorities

Local authorities are sent a copy of all annual review paperwork three weeks prior to the annual review meeting. This is followed by the minutes of the meeting, including any decisions or recommendations made within 10 working days of the annual review.

Additional arrangements are in place for sharing information with Local Authorities in advance of a 'Transfer Review' meeting, through which the Local Authority transfers a child or young person from a Statement of Special Educational Need to an Education Health and Care Plan.

Arrangements for reporting to governors

The governing body is presented with annual reports of pupil progress across the school. This information includes progress made against targets set in core curriculum areas (English, Maths, Science and PSHE) for each pupil and in regard to school variance across pupil groups. In addition, governors have focus

curriculum areas that are reported back to the governing body on a termly basis at the governing body meeting.

Responsibilities

The governing body is committed to the importance of effective assessment for learning. It is the responsibility of the Head Teacher, supported by the leadership team to ensure the implementation and monitoring of this policy throughout the school.

This policy is to be read in conjunction with:

- TreeHouse School Curriculum Policy
- TreeHouse School Teaching and Learning Policy
- TreeHouse School Admissions Policy
- TreeHouse School Equality and Diversity Policy

For school staff, the policy is accompanied by an 'Assessment, Reporting and Recording Procedures' guide. This guide explains how the multi-disciplinary team are expected to work together to use assessment effectively to inform learning and teaching.

Author	Date Written/Reviewed	Adopted by Gov Body on	Comments
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