



Assessment, recording and reporting policy

All pupils at St Giles have significant learning difficulties and achieve well below their mainstream peers. However, our school vision is 'Be the best you can be' and we have high expectations for all our pupils. Our aim is for all pupils at St Giles to make sustained and substantial progress over each key stage from their early starting points and in relation to their learning needs.

We ensure that all pupils make as much progress as possible through:

- ✓ Highly differentiated personalised learning.
- ✓ High levels of staffing so each child is supported to access learning across the school day.
- ✓ Joint working with therapists and health professionals to support the wider needs of each child.
- ✓ Clear frameworks to support target setting, tracking and planning for progress.
- ✓ A curriculum which supports development of core skills as well as opportunities for learning and creativity across all subject areas.
- ✓ Termly monitoring of Next Steps Targets and progress evidence by the Leadership and Management Team (LMT).
- ✓ Termly progress meetings by LMT.
- ✓ Regular lesson observations and drop ins with constructive feedback by LMT.
- ✓ Annual Performance Appraisal for all staff with clear targets to support CPD needs.
- ✓ A programme of focused INSET for all staff linked to the school development plan and individual CPD needs.
- ✓ An induction programme for all staff.
- ✓ Analysis of strengths and needs with Governors and staff to identify areas for development.
- ✓ A culture of working together and developing skills so that all staff aim to be the best they can be.

Our key principles for assessment recording and reporting are that they:

- are a continuous process which informs planning, target setting and tracking
- demonstrate what a child knows, understands and can do, based on recorded observation and evidence
- give a clear picture of the whole child using a multi-disciplinary approach
- provide feed-back for staff, pupils, parents and carers
- are realistic and manageable
- help to identify resourcing needs and levels of support

Pre-admission

Before a pupil is admitted to school, all available information is gathered through visits to the previous setting and transition meetings with the parents, carers and professionals involved with the child. This enables information from the family, education, medical, SALT, Physio and OT to be shared and the necessary resources put in place ready for the child's first day.

Early Years

Class staff visit Early Years' pupils at home just before they start to talk through any recent developments and agree a personalised plan for the first few weeks.

During the first half term a baseline assessment is carried out against which future progress within the EYFS can be measured. These baseline assessments consist of annotated photos, videos, and observations. Information received from previous settings, Portage, home visits and therapy departments are also used to inform the baseline assessments.

The data is recorded on individual EYFS developmental bands charts which are updated every term to show pupil progress over the Reception year. Reception year assessment is moderated by the Croydon Early Years Team.

During the Reception year teachers begin to determine the learning pathway – PMLD, SLD, MLD – the child will take as they progress through school, helping to shape expectations, delivery models and level of challenge.

PMLD pathway P1-4 _____ **leading to ASDAN Horizons in KS5**
SLD pathway P4-B3 _____ **leading to Unit awards in KS4**
MLD pathway P5-M3 _____ **leading to Entry Level awards in KS4**

Formative Assessment across the school

Assessment for learning is carried out by all staff through observations, examples of work and assessment tasks.

- Formative assessment helps inform day to day planning.
- Assessment opportunities form part of day to day activities.
- Regular recorded observations support teachers and class staff in identifying progress and engagement.
- Notes, observations, work and photographs are dated, annotated and where required levelled.

All pupils are assessed during their first half term at St Giles to provide a baseline for target setting, planning and progress tracking. If necessary, assessment of pupils with English as an additional language will be made in the child's home language.

Staff record evidence of individual progress through photos and observations in each pupil's Learning Journal, Topic book, evidence folders and workbooks as applicable to their phase and stage of learning. Each pupil's progress is tracked, next steps targets set and activities planned to develop individual learning.

Assessment by all professionals is used to identify resourcing needs and levels of support for pupils. Some pupils require specialist communication aids, computer equipment, furniture and specific materials to support their learning. All professionals work together to assess and address these needs.

St Giles has developed a portfolio of assessment frameworks to support teachers to plan for progress for each child.

Type of assessment	Who for?
EYFS Developmental Bands	Assessment for all pupils in their Reception year
P1-P3 <i>Supported by Routes for Learning</i>	Assessment for pupils at the earliest stages of interaction and exploration. Teachers assess using a best fit model against the level descriptors. This helps to give an understanding of the kind of learner the child is – P1 fully supported in all interactions, P2 a coactive learner beginning to show awareness, P3 beginning to explore independently.
P4-P8 <i>Supported by B Squared, MAPP</i>	Assessment for pupils beginning to develop early literacy and numeracy skills. Reading; Writing; Maths; Science
Bridging 1,2,3	Assessment for pupils developing literacy and numeracy skills beyond P8 and working towards the Year 1 National Curriculum Programme of Study Reading; Writing; Maths
Milestones 1,2,3	Assessment for pupils working from the National Curriculum Programmes of Study for Years 1,2,3 Reading; Writing; Maths; Science.
PSED	Whole school assessment for Personal, Social and Emotional Development Stages 1 to 12
Communication	Whole school assessment for Communication
History, Geography, RE	Assessment against P levels or St Giles Milestones in Years 2,6,7 and 8
PE, Art, Music	Assessment frameworks for all pupils from Year 6

Target Setting

Annual Reviews of the Education, Health and Care Plan (EHCP) take place within a year of the previous Annual Review. The purpose of the review is to monitor and evaluate the continued effectiveness and relevance of the provision as set out in the child's EHCP and to agree Outcomes (long term targets for the end of each Key Stage) and annual targets.

All pupils have Outcomes and annual targets for

- ✓ Communication and Interaction,
- ✓ Cognition and Learning,
- ✓ Social, Emotional and Mental Health,
- ✓ Sensory and Physical,
- ✓ Independence,

From Year 9 pupils have an Outcome and annual target for

- ✓ Preparation for Adulthood.

All professionals involved with the child review and update the EHCP. Teachers meet with the therapists to agree physical and communication outcomes and annual targets.

Teachers then meet with the Deputy Headteacher to discuss progress against the previous year's targets and to agree new outcomes and annual targets. This ensures each teacher is held to account and that sufficient rigour and challenge is in place so that each child makes as much progress as possible.

The class and subject teachers write a report on what the child knows, understands and can do in each area of learning and indicate the level of achievement.

The report is completed and monitored by the head teacher 3 weeks prior to the Annual Review. Parents/carers receive the report 2 weeks before the meeting date along with a form which they can use to contribute to the review discussion.

Class staff prepare a PowerPoint with each pupil to show their progress over the year. Pupils attend at least part of the Annual Review to present their PowerPoint if they are able to. Class staff advocate for young pupils and those pupils with severe and profound learning difficulties.

At the meeting all attending

- discuss progress over the year
- review and adjust the Outcomes.
- agree new annual targets
- review all aspects of the Statement/EHCP and recommend changes as necessary

Next Steps Targets

All pupils are set short term Next Steps targets to support progress towards their Annual targets.

Evidence for all Next Steps targets is recorded on Progress Timelines and retained for moderation and tracking. Next Steps are reviewed and adjusted throughout the year to support progress towards the annual target, and formally reviewed by the leadership team each term.

Termly progress meetings are held with each teacher by the deputy Headteacher and Heads of Department. These are challenging dialogues to ensure that each child is making as much progress as possible, to identify barriers to learning – what is stopping the child moving to the next step and to identify strategies and interventions to support progress.

Summative assessment of English and Maths is completed at the end of the academic year. End of year levels are added to each child's profile to enable staff and the leadership team to identify areas of strength and areas for development.

Progress data is also analysed in relation to different groups of learners and areas for development for the School Development Plan or teacher CPD identified.

- class
- subject
- learning difficulty
- gender
- Free School Meals
- Looked After Children

Teacher assessments for all pupils at the end of Reception, Key Stage 1 and Key Stage 2 are submitted in June for entry on to national data bases. Assessments are moderated with other Croydon special and mainstream schools.

Reception	End of Foundation Stage assessment against the Developmental Bands
Year 1 and Year 2	Phonics screening for pupils able to use phonics to decode CVC words.
Year 2 and Year 6	Report against P levels P1-P4 or for those working from P5 and above report against the pre-key stage standards

Reading tests are used to assess, track progress and plan interventions for pupils working at Milestone 1 and above.

Year 11 pupils work towards accreditation in all subjects at as high a level as they can achieve - Functional Skills, Entry Levels, Unit Awards, ASDAN.

Retention of evidence

All evidence is retained for 2 years to aid moderation and report writing and passed onto the next class teacher to support transition.

Secondary pupils also add to a personal Progress File each year. This includes certificates of achievement, merit awards and their final leaver's report. Students are presented with their Progress File when they leave St Giles.

Moderation

Internal moderation exercises are held in, and across, departments to ensure that

- there is sufficient evidence to make judgements
- annotations provide enough information to make judgements
- that levelling is consistent

A programme of moderation exercises are held annually with other Croydon special and mainstream schools to validate teacher assessments against for Year 2 and Year 6 pre-key stage standards.

Reporting to parents and carers

Teachers report formally to the parents and carers at the annual review and consultation evenings.

Consultation evenings are held in October and June. Parents and carers are invited to discuss with the class or subject teacher:

- progress with respect to the Next Steps targets
- new targets
- particular progress in any area of the curriculum
- any areas of concern

At consultation evenings parents and carers also have the opportunity to discuss their child's progress with the wider team – SALT, Physio, OT and the nursing team.

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This Policy has been approved by the Governing Body of St Giles School at the meeting on

Signed:

Chair of Governors

