CICELY HAUGHTON SCHOOL

ASSESSMENT, RECORDING & REPORTING POLICY

Building Relationships
Celebrating Success
Promoting Change

Author-SLT/DBE Reviewed- Spring 2026 Next Review- Spring 2027

Initial Assessment

STATUTORY REQUIREMENTS

- All pupils to have an Educational Health Care Plan (EHC Plan).

RESPONSIBILITY

- The relevant Local Authority has the responsibility of instigating the procedure which will result in the production of an Educational Health Care Plan.
- This Plan will consist of contributions made by those with parental responsibility, the present school, Social Services, medical professionals, Educational Psychologist and will be collated by the Local Authority.
- The Local Education Authority Officer will name the appropriate provision following agreement with those with parental responsibility.
- If the school has a vacancy, the Headteacher will arrange for admission.

PRACTICE

- All pupils admitted to Cicely Haughton are the subject of an existing EHC Plan (Education Health & Care Plan).
- On admission to Cicely Haughton appropriate educational programmes, residential programmes and experiences are planned in order to meet the pupils needs.

Annual Review

STATUTORY REQUIREMENTS

- Those with parental responsibility must be provided with a written report every school year.
- The school must inform those with parental responsibility of arrangements whereby they may discuss the annual review with teachers and other involved parties either at school or, exceptionally, another agreed location.
- Other persons entitled to attend the Review meeting include:
    - the Headteacher or class teacher
    - a representative of the LA
    - other professionals involved with the pupil
    - the pupil (where appropriate)

RESPONSIBILITY

- The LA initiates the annual review for each child for whom an EHC Plan exists.
- Each class teacher (and subject teacher where applicable) writes a report for each pupil he/she teaches. GSW's submit an individual report for pupils who are resident.
- The SLT collates and screens the reports before they are emailed, posted to all relevant parties.

PRACTICE

- At the end of the academic year each pupil receives an Academic Report.
- The teacher's report identifies the progress made and educational experiences. It also details current projects, forthcoming areas of study, and long term objectives for the pupil as well as subject next steps.
- Children have a review of a EHCP within 12 months of their last review or the date of issue of the EHCP/amendment.
- Class teacher reports, subject reports and reports by any other professional involved with the pupil are collated. Academic targets are also identified. A copy of the review is sent to those with parental responsibility, together with an invitation to attend the Review meeting.
- The meeting may result in the confirmation of views expressed in the review document or in their modification. At the conclusion of the meeting a copy of the review with all agreed recommendations, including those for future provision, is sent to the LA. A further copy is stored electronically by the office and also allocated to the individuals file on ARBOR.
- Year 5 and Year 6 Placement Reviews are held to give the Local Authority an indication of future provision for pupils.
- Where necessary emergency reviews can be held to discuss changes to plans.

ASSESSMENT POLICY

Assessment is an integral part of teaching, learning, curriculum planning, monitoring and evaluation. Our overall aim is for assessment to be an inclusive, positive activity, helping each pupil fulfil his/her potential.

GENERAL PRINCIPLES

Assessment:-

- entails making decisions about what has been done.
- is concerned with continuous monitoring.
- should enable positive achievement to be recognised and rewarded.
- should form the basis of future teaching and learning.
- should monitor achievement so that teachers can ensure that progression is made and recorded, to facilitate continuity when any change of class, school or staff arises.
- should, when possible and appropriate, actively involve the pupil to promote self-motivation.
- should be valid for the pupil, allowing the demonstration of positive achievement, including unexpected outcomes - taking account of a variety of learning styles.
- should be consistent and, while embracing statutory orders, should also complement them.
- should motivate the pupil to future achievement and progress.
- should be based on criteria clearly understood by both teacher and pupil.
- outcomes should be available for discussion with those with parental responsibility, Governors and other interested parties as appropriate.
- should promote pupil progress within the school and between schools.
- should be appropriate to individual pupils in line with their EHC Plan.
- activities must be differentiated to ensure all children have access to the task eg. an oral task for a child experiencing difficulty with written work.

In this Special School for pupils with social, emotional and mental health difficulties, we endeavour to maintain the aforementioned principles in all areas of our pupils' development.

The curriculum is based on the New National Curriculum (2014) with modifications made to meet the Special Needs of the pupils. Significant emphasis is also placed on developing appropriate social, self-help and life skills. For some Cicely Haughton pupils this aspect of the curriculum may from time to time be the major focus for their development, and therefore of assessment.

For residential pupils there is close communication between teaching staff and GSW's. This is vital in order to address individual needs of each pupil.

THE NATURE AND PURPOSES OF ASSESSMENT

FORMATIVE

- provides information to plan the next step in a child's learning.

DIAGNOSTIC

- provides more detailed information about an individual child's strengths and weaknesses.

SUMMATIVE

- provides a snapshot in time of each child's achievements.

EVALUATIVE

- provides teachers with feedback on the effectiveness of their teaching and the organisation and content of the curriculum.

Assessment must serve the curriculum not drive it, but it is vital that assessment is built into the planning stage and that the outcomes are used in the planning of future work.

Assessment involves a carefully balanced combination of observation questioning, discussion and marking (see marking policy). Evidence of written and other tangible work, together with notes of observations or discussions, is used in judging pupils' attainments against National Curriculum Criteria. In R.E. and PHSE, QCA and end of Key Stage statements ae considered in assessing progress and achievement. It is recognised that assessment might sometimes indicate pupils' very variable progress.

ENTITLEMENT AND STATUTORY REQUIREMENTS

For each child in the final year of Key Stage 1 (Year 2) and Key Stage 2 (Year 6) statutory assessment and tests must be carried out in the Core subjects English and Mathematics. The tests and tasks must be carried out in accordance with regulations issued (and reviewed annually) for the DFE in each academic year. The teacher assessment (TA) and the test and task results must be recorded and reported formally no later than two weeks before the end of the Summer Term.

For pupils in Year 1 a Phonics Screening Check is completed. For pupils at the end of the Foundation Stage (Reception), a Foundation Stage Profile is completed in accordance with regulations issued.

These results are reported to parents with the Annual report which is completed at the end of the Summer Term.

In addition to the statutory requirements, other assessments will be carried out as follows:- (see appendices)

- School baseline assessment
- NFER Maths Assessment
- Star Reading Assessment
- Cornerstones Formative assessment
- Behaviour profiles. (Boxall)
- EAZ Mag Assessment Tool
- RWI Spelling assessment
- RWI Phonics screens
- GL Dyslexia Profile
- Reintegration Profile
- Accelerated reader assessments

IMPLEMENTATION PROCEDURES

In English and Mathematics reporting is done annually at the Pupil's Review/Annual Academic Report. Integrally, end of year expectations are used as a guide to assessment. The resulting information should be used formatively in planning future work, and as the basis for reports to parents. We used EAZ Mag as our assessment tool; this has been developed to incorporate the new national curriculum and enables us to monitor development and progress.

Teacher assessments should:

- be carried out in all classes, in consultation with subject coordinators.
- be made systematically and continuously throughout each year of each key stage.
- give all pupils the opportunity to demonstrate what they know, understand or can do.
- use a variety of techniques.
- be carried out as part of normal classroom activities.
- use both formal and informal opportunities.

A statement of end of year expectations (Emerging, Developing, Secure) may be regarded as achieved when the teacher is reasonably sure that the child can repeat that performance on subsequent occasions. This is verified with evidence.

The learning and behavioural objectives, the progress they have made and the targets for future learning, should always be made clear to the children. This will involve individual discussion.

Subject co-ordinators are responsible for advising their colleagues in assessment of their subject, through Inset and end of year reports.

The assessment co-ordinator is responsible for maintaining the resource library of teacher and task assessment materials, including standard and statutory test materials from previous years. These may be used to support teachers to confirm their judgments. The assessment coordinator will arrange within school, moderation and tracking meetings.

In the Assessment office, each pupil has a file containing evidence to support Teacher Assessment, and statutory test results.

EFFECTIVE USE OF 'SATS' AND INTERNAL TEST RESULTS

There is a planned development of IEP's in English and Mathematics.
(see details in Appendix A – Marking Policy)

Pupils working from KS1 and KS2 programmes of study will have an IEP developed for any particular area where there is a need for focused attention to improve skills - or to provide appropriate extension work if necessary. The Senior Leadership Team will work closely with staff to develop and monitor specific, appropriate targets to address the needs of each child.

Targets will be based upon a combination of continuous Teacher assessment and diagnostic use of task/test results.

Whole class medium-term planning will take into consideration the results from 'SATS' and internal testing. Planning will be closely monitored by the SLT, with particular focus on the effective use of test results.

Subject coordinators are responsible for diagnostic use of results from 'SATS' and internal tests, in order to determine the future needs of the pupils within their curricular area - and to advise and support class teachers accordingly.

RECORDS OF ACHIEVEMENT

Each pupil is entitled to a means of recording achievement.

Individual Records of Achievement have been introduced on a phased basis. All pupils have a Record of Achievement.

Pupils must be encouraged to have access to their own Record of Achievement, and be encouraged to succeed and celebrate academic, personal, vocational and social achievements.

Pupils are to be encouraged to take the opportunity to discuss with teachers, Learning Support Assistants, Generic Support Workers - all forms of achievement, and for this achievement to be included in the Record.

It is intended that the contents of the Records of Achievement files will go home with pupils at the end of their placement at Cicely Haughton School.

Appendix A

ENGLISH -Assessment and Recording

Reading

1. Children are screened using appropriate assessments- all children complete Star Reading Assessments through Accelerated Reader to inform English groupings on a termly basis.

2. Children are screened using the RWI scheme which then helps determine which RWI group children will work in for English. This occurs on a half termly basis. For all other children that pass the RWI Phonics Screen, Reading attainment is used to determine personalised learning groups.

3. Teachers set annual challenging targets which are scrutinised by SLT and reviewed termly to track progress.

4. Parents are informed of targets set.

5. EAZ Mag Assessment is highlighted to show achievement and to inform planning and report writing

AT 3 Writing

1. Writing is assessed throughout the academic year using EAZ Mag criteria.

2. Teachers set annual challenging targets which are scrutinised by SLT and reviewed termly to track progress.

3. Parents are informed of targets set.

4. EAZ Mag Assessment is highlighted to show achievement and to inform planning and report writing

Summative

This is a matter of formal assessment set against some criteria. This is provided externally by the SAT's at the end of Y2 and Y6 and internally in exam week, each year in June.

Teachers collect evidence in exercise books throughout the year, which is moderated by a group of staff and a "Best Fit" level awarded to each child. Data perecentage data is converted to scores of:

- Emerging
- Emerging+
- Developing
- Developing+
- Secure
- Secure+

This is the summative assessment that determines data termly and end of year, matched against targets.

Self-Assessment

Pupils are encouraged to consider their own achievements. We believe that if pupils are encouraged to begin assessing their own strengths, weaknesses and points of development, they will increasingly take on a measure of responsibility for their own learning and development.

Formative

As described in the Marking Policy.

Appendix B
MATHEMATICS -assessment, recording & reporting

Assessment is used as a tool to inform planning.

Target Setting

1. Teachers set annual challenging targets which are scrutinised by SLT and reviewed termly to track progress.

2. Parents are informed of targets set.

3. The EAZ Mag Assessment Sheet is highlighted to show achievement and to inform planning and report writing

Formative Assessment - (See Assessment Policy and Marking Policy)

The purpose is to:

- check that pupils have grasped the main teaching points
- clarify any misunderstandings
- establish whether pupils are ready to move on
- check that pupils are remembering number facts and can use mental calculation strategies
- give information which will help with any necessary adjustments to daily planning

Formative Assessment targets will be closely matched to short-term objectives. The assessments will be made through daily observations, questioning and monitoring of pupil responses, informal testing, End of unit testing.
Teacher assessments are made using EAZ mag and are completed half termly using descriptors Emerging, Developing, Secure.

Summative Assessment (medium term)

The purpose is to:

- review and record the progress pupils are making over time in relation to the key objectives
- identify pupils' progress against specific individual targets
- help to plan work over the next half-term
- provide information to feed into end of year assessments

Long-term Assessments

Towards the end of the school year, pupils' progress and attainment is assessed and reviewed against the National Curriculum and teacher targets. The compulsory National Curriculum Mathematics tests for Y2 and Y6 pupils, are supplemented by the NFER maths screening programme.

A teacher assessment is also made to sum up pupils' attainment. For Y2 and Y6 pupils, the assessment is made against the National Curriculum Attainment Target Level Descriptors.

A bank of evidence of pupils' work helps inform teacher assessment.

Statutory guidelines regarding Assessment and Reporting requirements are closely adhered to.

Reporting

Reporting is done annually through a combined Review/Annual Academic Report
Reporting in Mathematics will focus on each child's:

- attitude to Mathematics
- competence in basic skills
- ability to apply mathematical knowledge to new situations.

Statutory guidelines are followed regarding the reporting of SATs results at the end of Y2 and Y6.
Future establishments are informed via the statutory transfer form and CTF electronic files.

Appendix C

SCIENCE - assessment, reporting and recording

Formative Assessment

Formative Assessment is used to guide the progress of individual pupils in Science. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his learning. Formative assessment is mostly carried out informally by the teacher in the course of their teaching.

Suitable tasks for assessment include:

- small group discussions perhaps in the context of a practical task
  short tests in which the teacher gives questions orally and pupils write answers. Some of these are taken from the Bath Science modules
- specific assignments for individual pupils
- individual discussions in which children are encouraged to appraise their own work and progress

Strategies for recording: and reporting

- Records of progress in Science are kept for each child and contain a termly record of progress in each attainment target, with evidence where appropriate.

- EAZ Mag Assessment is highlighted to show achievement and to inform planning and report writing

- Formal Summative Assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use teacher assessment.

Appendix D

ALL OTHER SUBJECTS - assessment, reporting and recording

Staff use the Cornerstones formative assessment for Art, Music, History, Geography, DT, Computing, RE

PSHE is assessed using EAZ mag.

Both use descriptors:

- Emerging
- Emerging+
- Developing
- Developing+
- Secure
- Secure+

PE is assessed using the PE Life Skills framework provided by the Youth Sport Trust

Appendix E

WHOLE SCHOOL SCREENING

(incorporating Baseline Testing of new pupils)

Range of tests used:

- Boxall Profile
- Cornerstones formative assessment
- NFER Maths testing
- GL Dyslexia Profile/Lucid Screen
- Reintegration Profile
- Star Reading Assessment
- RWI Phonics Screen
- RWI Spelling Assessments
- PE Life Skills