**Assessment for Learning, Recording and Reporting**

**Introduction**

Assessment, recording and reporting are an integral part of an effective and accountable education process. Students’ learning can only be improved by adequate monitoring of the progress of, and the development of strategies for leading students forward.

We use assessment to build on pupils’ understanding and improve their learning in lessons. We use deep and rich questioning as part of formative feedback and the process of learning.

The school takes into consideration changes to the statementing/school action/school action plus framework which came into effect in 2014. Progress is summarized in individual education, care and health plans which are updated regularly.

**Planning assessments**

Children are given a base line assessment when they enter the Tutorial Foundation. This enables us to identify individual strengths and weaknesses. It enables us to monitor and evaluate the learning programmes we are providing for the pupils and to set appropriate targets for the pupils and insure we promote pupils’ spiritual, moral, social and cultural development (including the fostering of British Values). We use the end of KS2 and KS3 tests for both English and Maths or Entry Level papers where students are working at a very low level.

The majority of the students we cater for have Special Educational Needs which will often impact on their learning and progress and we aim to provide lessons that will maximise their attainment opportunities whilst maintaining a realistic reflection of their abilities.

Assessments are incorporated into the planning process.

**Formative assessment**

This happens all the time in the classroom and involves both the teacher and the student in a process of continual reflection and review about progress. Teachers adjust their planning in response to formative assessment.

Subject staff should:

* Share learning targets with students
* Help students to know and to recognise the standards to aim for
* Provide feedback which leads students to identify what they should do next to improve. Teachers mark in red.
* Involve pupils in self-assessment. We encourage students to put their comments on their work or respond in the lesson by continuing to develop or improve their work.

**Diagnostic Assessment**

Through the base line assessments and the EHCPs we are able to diagnose specific difficulties of individual pupils. These are used to provide information to parents/carers and the relevant local education authority and to inform our lesson planning.

We use an in-house grading pathway linked with the National Curriculum boundaries. (see Appendix A)

**Summative Assessment**

Summative assessments describe students’ performance in relation to national standards. Students have the opportunity to sit GCSE exams, functional skill exams or entry level certificates.

Mock exams take place in December of the year before year 11 taken their GCSE exams.

End of year exams take place for all students (except year 11) in July.

**Self-Assessment**

Self – assessment is an important part of the teaching and learning process. Students are involved in self-assessment at the end of each lesson. They are encouraged to comment on remarks made by the teachers.

There is also a yearly Student Questionnaire that all students are encouraged to complete as a way to reflect on their learning.

**Recording Assessments and Keeping Evidence**

**Baseline Assessments**

On starting at the Tutorial Foundation students are assessed by our Induction Tutor. We will look at previous educational records, so that we can plan an appropriate curriculum and provide an individual educational plan in order to develop their knowledge and skills.

**Setting targets and objectives**

Each lesson will have a learning objective on the lesson plan which will be written on the whiteboard. The students will record this in their workbooks/folders, with support if appropriate. All teachers will set targets for the students which are recorded at the front of their files and will reviewed on a weekly basis.

**General guidelines**

* Pupils should have time to reflect on what they need to do next
* Teachers should celebrate what students have achieved and build into their learning, opportunities to change direction and attempt different approaches
* There should be an underlying culture that encourages and celebrates pupils’ resilience and the efforts they have made
* Pupils are part of the decision making process and are encouraged to take responsibility for their own learning

**Verbal feedback**

The importance of recognising students’ achievements and giving them feedback, is fundamental to the teaching process. All work must be given feedback although it is accepted that not all comments and marks will be formally recorded in teacher’s records.

The feedback should be regular, and if possible, completed with the student during or at the end of the lesson. If this is not possible then time to give the student feedback should be made in the next lesson or at an appropriate time.

**Written marking**

Teachers must remember when marking work that too many negative comments or corrections may affect a student’s self-esteem and motivation. Work should have identified objectives which the student has knowledge of, and these should be the areas that positive and constructive feedback is given on to motivate. It should:

* Challenge the students to reflect on what to do next
* State what “your next step is....” to ensure room for progress
* Relate to the lesson objective and learning outcomes
* Celebrate what pupils have achieve and build this into their learning

***Tracking of progress***

Students’ progress is monitored and tracked on a termly basis. Some subjects assess at the end of a Topic or Unit, others have half-termly tests but all students will be assessed by each subject in some way at least once a term. (Appendix B). Targets are set for all curriculum areas. Teachers assess pupils against National Curriculum criteria levels and in line with our In-house Assessment pathway and progress on these levels is kept on tracking sheets.

**Reporting**

Reports on behaviour and attitude to learning are kept on a daily basis.

*A traffic light report is sent out at the end of each half term and a fuller report is given at the end of each term, detailing behaviour and attendance as well as academic performance. Parents are given the opportunity to discuss this report.*

If we have a cause for concern students are given a contact book for the parents or carers to see, which outlines the student’s attendance, points achieved in each lesson and reasons for any warnings issued. This helps to ensure that we involve parents in managing students’ behaviour and commitment to study.

**Transfer of records**

When a pupil moves to another establishment the following records are sent:

Individual portfolios

National curriculum assessments

Individual profile folder containing any relevant personal, medical and educational details and correspondence

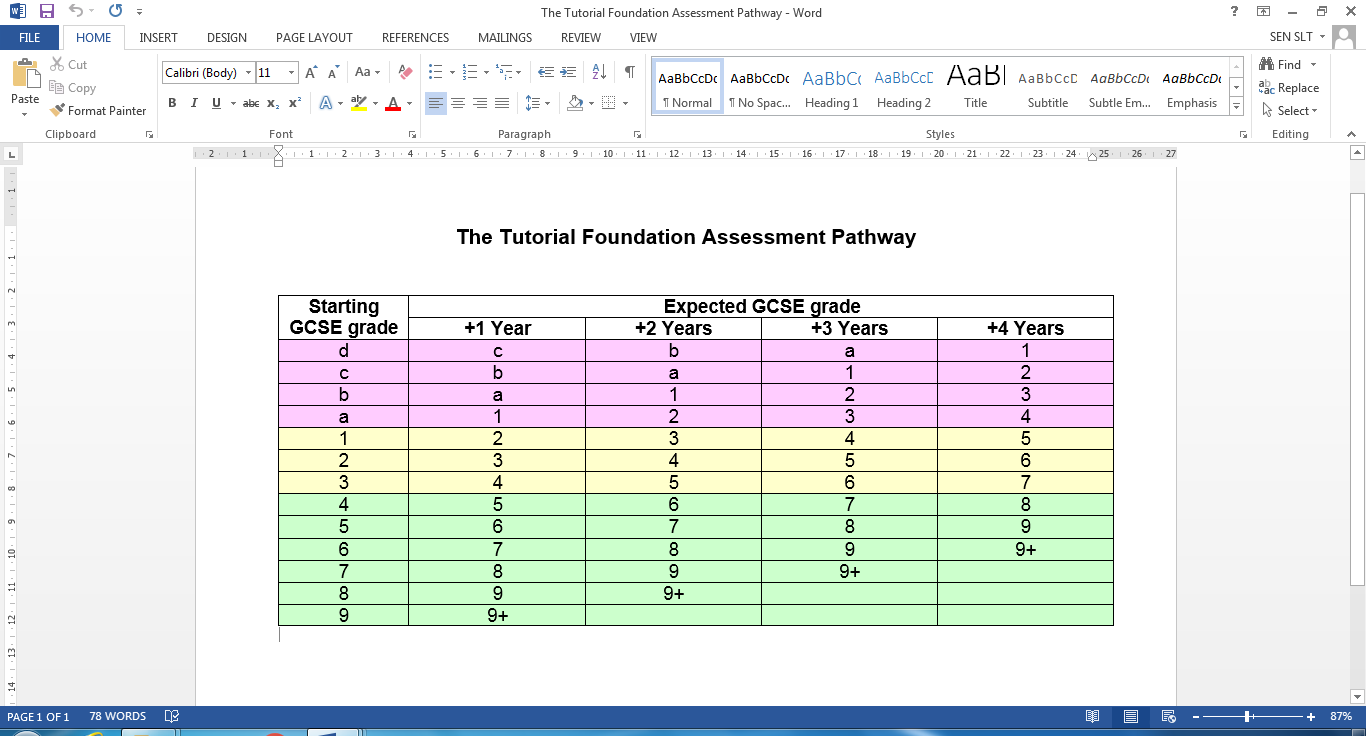
Any public examination results

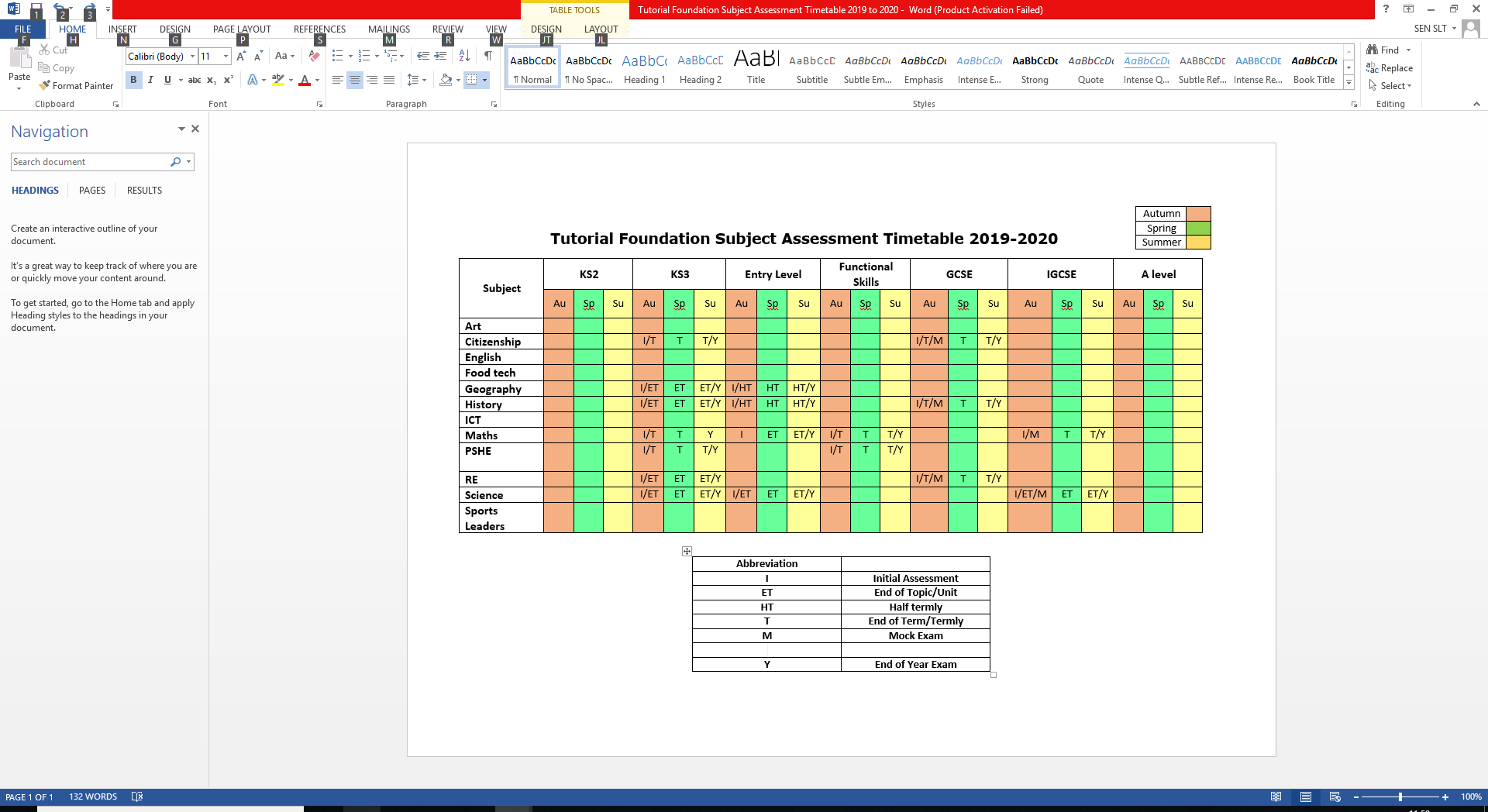
Any SEN forms and individual education plans devised for the child

Policy Sign off and review

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| --- | --- | --- |
|  | By whom | Date |
| Policy signed off by | Julia Low | 09.01.2017 |
| Reviewed by | Emma Clyde | 30.09.2019 |
| Next Review By | Julia Low | 31.10.2020 |

**Appendix A**



**Appendix B– Timetable 2019-2020**