

## **South Derbyshire Support Centre**

### **Assessment, Recording and Reporting Policy**

#### **Introduction**

We believe that assessment, recording and reporting procedures should be an integral part of the learning process, recognize a breadth of achievement, meet individual needs and involve the learner and his/her parents/carers.

Our overriding aim in the Centre, is to encourage behaviours which will aid reintegration into mainstream educational settings. A substantial part of this may be thought of as the teaching of emotional literacy. We acknowledge that detailing objective criteria for the measurement of such a complex subject as behaviour is difficult and open to debate. Nevertheless, this is such an important aspect of our work in the Centre that we do incorporate the assessment, recording and reporting of behaviour. This policy needs to be read alongside the Centre's Behaviour Policy.

We also aim to help all pupils achieve their full academic potential, especially concentrating on literacy and numeracy. We believe these are vital focuses as pupils who experience major problems in these areas will generally find integration into mainstream educational settings difficult. Our assessment, recording and reporting procedures aim not only to measure and report academic progress, but also to influence behaviour by acknowledging and rewarding positive achievements, however small.

#### **Initial Procedures**

##### **Aims**

- To provide baseline assessment of behaviour.
- To provide baseline assessment in terms of a norm-referenced reading age, spelling age and comprehension age.
- Appraise underlying cognitive ability.
- Help identify short and medium term targets for individual pupils.
- To involve parents/carers and other agencies with a view to laying the foundations of long-term relationships.
- To involve pupils with a view to laying the foundations of long-term relationships.

## **Assessment Process**

We aim to access information from a number of sources in order to build as comprehensive a picture of the pupil as possible.

### Pupils complete:

- English assessment
- Math's assessment
- Science assessment
- Neale Analysis of Reading Ability
- SWIST Spelling test
- A piece of unaided writing

### Centre Staff complete:

- An Analysis of pupils academic profiles
- Personalised targets for academic improvement
- Reports on Pupil progress throughout their placement

### Other Points:

- As part of the induction process, the Integrated Pathways team or home school for placement students arranges for the parents/carers to visit the Centre along with the referred pupil.

## **Recording Process**

Targets for future progress are set.

## **Individual Learning Plans**

ILP's are devised by

1. Looking at the test results and/or work previously assessed.
2. From working together with pupils and discussions.
3. Consulting with parents.

## **Formative Ongoing Procedures**

### **Aims**

#### For Pupils

- Provide feedback of strengths and weaknesses
- Raise self-esteem and motivate through success
- Encourage self-evaluation/reflection

#### For Staff

- Identify short/medium-term targets/strategies and priorities for teaching
- Evaluate delivery of the curriculum
- Inform future curriculum planning
- Monitor and review I.L.P. targets

#### For pupils and staff:

- Establish and maintain effective teaching and learning relationships between pupils and staff

### **Assessment Process**

**Behaviour** is carefully monitored and assessed lesson by lesson. Appropriate behaviour is rewarded (see behaviour policy).

**Academic work** is assessed by observation of the pupils, oral contribution, practical work, marking of written work/tests etc.

Each lesson provides clear learning objectives and is planned using Short and Medium Term Lesson Planning Sheets and formative and summative assessments.

### **Recording Process**

Assessment of **behaviour** is recorded by members of staff on a lesson by lesson basis, with pupils self assessing their own behaviour. Pupils are encouraged to reflect on behavioural progress during key worker sessions.

Each lesson is marked by the following criteria:

- |                                     |  |
|-------------------------------------|--|
| 1 Working Hard Showing +ve Attitude | A Good Behaviour being pleasant & polite |
| 2 Work Acceptable                   | B Behaviour Acceptable                   |
| 3 Work Not Acceptable               | C Behaviour Not Acceptable               |

## **Reporting Process**

Behaviour and academic progress is discussed at staff meetings. Parents/carers receive regular feedback, both in person and by phone, on the progress that their child has made.

Pupils can be awarded praise slips for any aspect of their behaviour and/or work by any member of staff.

## **Half-Termly/Termly/Annual Procedures**

### **Aims**

#### For pupils:

- Provide feedback of strengths and weaknesses.
- Consolidation of curriculum content.

#### For staff:

- Identify short/medium-term targets and priorities for teaching
- Evaluate delivery of the curriculum.
- Inform future curriculum planning.
- Monitor and review I.L.P. targets.

#### For other interested parties:

- Provide evidence of progress for parents/carers, social workers, other educational providers etc.

### **Assessment Process:**

Every 2 terms, ILP's are reviewed, a process which seeks to involve pupils, parents/carers and other interested parties. In addition, ILP's are reviewed internally by staff and pupils every term. The ILP review monitors the progress made by the pupil in terms of **behaviour** and **academic** achievements.

To facilitate this process, the evidence collected in section 2 (Formative Ongoing Procedures) is available, as is current assessment information. Assessments take place either formally or pupils self assesses at the end of a module.

Reading, spelling, unaided writing, and math's assessments are repeated at the end of each term.

There will be a meeting/discussion for parents/carers of year 9 students to discuss and plan for an appropriate KS4 provision. If a student is to move to another education establishment, all student assessment information will be shared.

In addition, Statements of Special Educational Needs are formally reviewed on an annual basis and teachers attend Children in Care Meetings and Child Protection conferences as appropriate.

### **Recording Process:**

Assessments are marked and ILP's reviewed. Percentages are recorded on tick sheets weekly for key worker sessions. Certificates are awarded termly at staffs' discretion for marked improvement.

### **Reporting Process:**

Parent/carers are involved in the ILP review process and are sent reports which include details of attendance, behavioural and academic progress. Pupils and parents/carers are encouraged to comment on the progress made.

At the end of the academic year or end of a students placement, an annual report being sent home.

### **Responsibilities**

The Senior Head of Centre is responsible for ensuring that the Centre complies with this policy and that its related procedures and strategies are implemented.

The Management Committee is responsible for ensuring that this policy and its related procedures and strategies are implemented.

The policy is reviewed on an annual basis; its impact is evaluated and necessary changes form part of the Centre Annual Development Plan.

The policy is open for perusal by any interested parties.