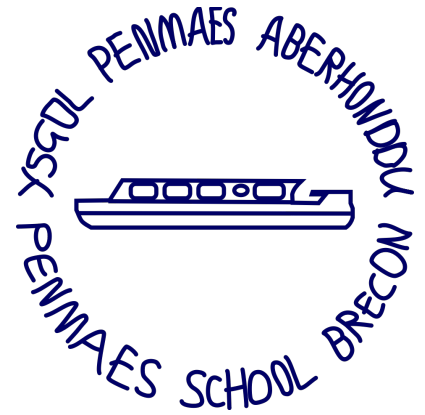




Ysgol Penmaes



Assessing, Recording and Reporting Policy

Policy Review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Ratified by Governing Body	Signature	Date
Headteacher: Angharad Bryn-Jones		8.2.23
Chair of Governors: Clancy Brett		8.2.23
Next review date: February 2024		

Our Vision is: At Ysgol Penmaes we continually strive to do more than just educate, it is our aim to offer every learner the opportunity to achieve their full potential in a safe, secure and enriching environment. We offer a curriculum that promotes ambitious, capable and informed learners at a developmentally appropriate level. Penmaes places a strong focus on the well-being of all, facilitated through highly effective communication processes. Learning is delivered in a way that

facilitates an immersive multi-sensory curriculum that is fun and provides real life authentic experiences which help to build resilience; positively impacting development, whilst ensuring the promotion of collaboration and independence. As a special school, we ensure a common language for learning along with celebrating and embracing Cynefin/place whilst planning, teaching and learning ensures a broad, balanced and creative curriculum promoting the 4 purposes of the Curriculum for Wales and encouraging learners to be the best they can be.

Our Mission Statement is: Successful Healthy Individuals Nurturing Excellence

Our School Values are fundamental:

- Friendship and kindness
- Resilience and perseverance
- Empathy and trust
- Communication and respect
- Responsibility and teamwork
- Positivity and creativity
- Tolerance and trust

All of our values promote healthy, positive relationships. By modeling the values we aim to raise learners' self-esteem and confidence in learning, whilst creating a positive school community environment for all.

Introduction

Penmaes is currently reviewing its assessing, recording and reporting processes to reflect the ethos of the Curriculum for Wales whereby learners are not assessed against set criteria but more on their individual progress journeys and a focus on what they can do that is relevant to their needs. It is likely this policy will be reviewed as updates and refinements are required.

This policy sets out to explain how Assessing, Recording and Reporting (ARR) are carried out and how they inform teaching and learning. Excellent teaching and learning are achieved through the implementation of the outcomes of careful analysis of information gained from appropriate and regular assessing and accurate recording. Penmaes celebrates all achievements and is keen to share its success and report it whenever possible.

Aims and objectives

The term assessing refers to a spectrum of activities carried out to define a pupil's achievements, understanding or progress. We also demonstrate the value added for each pupil; this refers to

the pupil's current attainment against previous attainment. This in turn is used as evidence to show the impact of teaching and learning upon each pupil.

This policy aims to:

- ensure a consistent approach to ARR throughout the school
- ensure assessing procedures are suited to the needs of the learners
- support staff commitment to refining their assessing skills.
- ensure progress is assessed each term measuring how well learners make progress against targets set in the Individual Education Plans (IEPs)/Individual Development Plans (IDPs) all Areas of Learning and Experience (AoLE) and Foundation Phase criteria where applicable.
- Increase focus of all staff on pupil learning outcomes
- inform stakeholders about ARR within Penmaes

To ensure that:

- accurate useful summative assessment data where relevant and appropriate is collected that can inform future teaching and improved learning. This is observed during termly work scrutiny.
- learners where applicable are involved in formative assessment/Assessment for Learning (AfL) that is integral to their learning to inform them of their progress and how to improve; it contributes to the development of motivation and desire for achievement
- recording systems are consistent across the school and that they operate in such a way as to make collected progression comprehensive, accessible and valuable
- reporting procedures follow WG requirements and that outcomes are reported to all involved with learners' learning

Key principles

- Assessing should be a collaborative process.
- Annual reports, parents afternoon/evenings and IDP Reviews are established ways in which assessment is reported to parents/carers.
- Written reports, re-assessment and IDP Reviews are statutory means of informing the Local Authority and parents about the progress of learners.
- An IDP learning intentions and an ALP are set annually for learners and are monitored by the Senior Leadership and Management Team (SLMT/SLT) on a termly basis to ensure progression for learners.
- Evidence collected should be annotated and recorded either in written form or electronically to support teacher assessment throughout the school.
- Assessment should always reflect the particular needs of individual learners as outlined in the CfW.

Definitions

- Assessment is the means by which learners' ability and progress in learning may be determined. It may involve judgment against externally determined criteria in formal testing or judgment against the outcome of a previous assessment or a predicted outcome.
- Where applicable, AfL strategies are used to promote greater involvement of learners in self-assessment, encouraging them to have an increased understanding of their learning.
- Assessments carried out throughout the academic year are either formative with some also being summative. Formative assessment is ongoing, meaningful and appropriate to each learner, interactive and evidence-based and takes into account a wide definition of progress. It can be used to identify strengths and weaknesses, to inform planning and teaching and may indicate the need for content to be modified.
- Summative Assessment is carried out where relevant and applicable to determine

learners' overall progress and achievement e.g. the All Wales Reading Test and WJEC Pathway qualifications. This is then reported in learner progression reports and during parents afternoon/evenings as required.

Recording is the means by which pupil progress and achievement is noted.

- There is a range of recording systems in place that serve different functions. Learner assessment is supported by the AoLE progression steps, EvidenceMe, the Foundation Phase Profile, RfL and other relevant curricular. This is carried out three times a year where progress is recorded and projected progress including next steps are noted for the following term.
- Learner progress and achievement are recorded on learners' work, in observation records, in home/school books, in learners' progression files, on Class Dojo, in celebration Assemblies and Celebration ceremonies as well as through more formal assessment methods e.g. learner progression reports, RfL route maps as well as using the EvidenceMe app.
- End of year learner progression reports are kept electronically on a shared Google Drive.

Reporting is the means by which learners, parents, carers, governors and external agencies are informed of the outcomes of learner assessment, both formally and informally.

- Teacher assessment results are recorded for school use and statutorily reported to parents and other relevant agencies.

Responsibilities

The Headteacher is responsible for ensuring that:

- the policy is drawn up in consultation with all stakeholders, including governors and staff and where appropriate parents and learners
- the policy complies with all legal and statutory requirements – in particular:
- Disability Discrimination Act (2005) and Additional Learning Needs and Education Tribunal (Wales) Act (ALNET)
- the policy is put into practice
- The policy is monitored, reviewed and evaluated as part of the school's policies review cycle.

The Governors are responsible for being involved in drawing up the policy and in sanctioning its use.

The Deputy Headteacher is responsible for:

- Supporting the Headteacher in ensuring that the ARR Policy is implemented
- Analysing whole school progression on a termly basis and reporting to the Headteacher as well as informing the School Development Plan (SDP) and Self-Evaluation Report (SER).
- Reviewing and updating the ARR Policy to maintain its standards of relevance, efficiency and statutory obligations
- Supporting colleagues in all aspects of their work relating to ARR
- Disseminating relevant material to staff, and notify them of appropriate in-service training
- Contributing to staff development through in-house training on new developments
- Keeping up to date with current views, requirements and developments in the field of ARR.

Procedures/Practice

Assessment

All learners have a Statement of Special Educational Needs following Statutory Assessment. The Statement outlines the objectives for the learners' development and these along with individual profile data inform the Individual Education Plans. In line with ALNET and the ALN transformation all learners at Penmaes are converting over to Individual Development Plans which will outline meaningful learning intentions and the Additional Learning Provision required for each individual learner. These in turn are seeing IEPs being phased out.

Learners will now be assessed against the learning intentions set in their IDP- ALP Plans three times a year. New learning intentions will be set annually in collaboration with parents/carers and other relevant professionals. If there is a requirement to review learning intentions sooner due to significant improvement being made then an IDP review will be called sooner.

The following assessments are used throughout the academic year:

- Learner progression report
- Evidence Me
- WJEC pathways criteria
- Learning intentions outlined in ALP Plans
- External accreditation – ASDAN and WJEC.
- Duke of Edinburgh Awards
- All Wales Reading Test
- Precision Teaching
- Behaviour core

The Routes for Learning Framework is used with learners with Profound and Multiple Learning Difficulties. This is an ongoing assessment framework.

Learners are still assessed using the Foundation Phase Profile as a baseline in the first six weeks of attendance following admission to school and the outcomes are reported in the learner progression reports.

Learners joining the school at other times are also assessed within the first 6 weeks inline with CfW guidance..


AfL strategies are employed throughout the school in all learning where appropriate and suited to the abilities of the learners. These strategies are currently under review both within school and in cluster working.

Recording

- learners' work is annotated to show how much and the type of help they have been given or whether the work has been done independently. More information on this can be found within the feedback policy.
- Non-paper based learning may be recorded in class/pupil observation files, using EvidenceMe, Google drives and may incorporate the use of photographs, audio/video recordings and staff notes.
- Samples of work are agreed with learners to contribute to their Learner Progression Files.
- Learners undertaking ASDAN schemes compile portfolios of evidence and files of course work for WJEC Pathways accreditations and qualifications.
- AoLE Leaders and team members collect evidence (when and where applicable).
- WJEC Pathways and ASDAN leads collect evidence for internal standardisation and for External Quality Assurance purposes.
- Records are stored electronically for termly progression reports.

Reporting

Information gained on pupil progress and achievement is reported both formally and informally to:

- 
- learners - praise, rewards such as star charts, Tocyn Iaith, stickers, certificates and in front of whole school in Special Mentions Assemblies, Achievement Cups, Class Dojo points and Celebration Ceremonies
 - Parents/carers - home/school books, Class Dojo, emails and phone calls, reviewed IDPs, termly/annual School Reports, IDP review meetings, parents afternoons, celebration events, annual Governors Report to parents
 - Local and national government - end of Key Stage Statutory reporting
 - Other agencies – TAF/multi-agency meetings, CLA meetings and IDP reviews that include learning intentions, additional learning provision and school reports
 - Local Community – local media, social media and school website.
 - School Improvement Advisor - school visits,

Additional Needs

WJEC Pathways procedures are put in place to support special educational needs in controlled tasks. These may include a reader, a writer, additional time, adapted materials etc.

Equal Opportunities

All learners aged 14-19 have the opportunity to undertake work for accreditation to enable them to achieve a range of recognised external qualifications.

Parental Involvement

The school values and encourages open communication with parents/carers and other agencies. Parents/carers and other agencies are encouraged to report to school anything that their child may have achieved out of school. This is usually celebrated in whole school assemblies.

Policy Review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.