

ASSESSMENT, REPORTING & RECORDING

ABRIDGED

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Assessment Policy

Assessment is the means by which the progress of pupils is monitored. It is a tool to inform curriculum planning and learning programmes.

Why do we assess?

- To define each child's ability: what the child knows, understands and can apply.
- To reveal children's strengths and weaknesses.
- To ensure early identification of children with S.E.N
- To inform future planning and target setting: to ensure continuity and progression in our work with the children.
- To communicate accurate information about the child that is useful to teachers, pupils, parents, and other educational agencies.
- To comply with statutory requirements.

Strategies for assessment

- Observation - watching the children on task.
- Questioning/discussion with the children.
- Photographing/videoing/audio taping work in progress.
- Examining children's written work.
- Marking children's work.
- Teacher devised tests.

How will pupil progress be assessed?

- As Arnfield is used as a crisis intervention centre, there is often an absence of school records available for pupils on their arrival. Therefore on entry each pupil will be assessed by use of the BKSB Scheme.
- This will produce a baseline in Literacy, Numeracy, and ICT.
- By using this baseline assessment and from information given by the pupil about previous schoolwork, a judgment will be made on the appropriate Key Stage and level of work set in the other curricular subjects. From this a Personal Education Plan will be drawn up
- The ASDAN and AQA Unit Awards Scheme are also used, and have their own assessment and recording procedures.

Due to the nature of the individual timetables at Arnfield, and the uncertainty of the length of the pupils stay, it is impossible to set a timescale for assessment. Therefore the following system appears to be the most workable.

- **After each unit of work the pupil will be tested from the CGP Revision Guide.**

For example in history the first unit contains 3 lessons on medieval life, monarchs and church, the pupil would then be tested, results recorded and targets set for the next block of work.

- **In Maths and English the pupil will be re-tested on the BKSBS diagnostic after completion of each level, which will accurately assess progress made.**
- **Teachers will keep a record of all pupils test results. Using the key stage descriptors, an assessment of which level a pupil is working towards will be made.**
- **Results will be used to set learning targets for pupils. The targets to be stored in the pupils files.**

Learners should also be aware of their own progress, particularly when the learning objectives of the lesson have been made clear and success criteria have been made explicit.

- **Periodic assessment – a day-to-day record of the pupil’s work will be kept.**
By widening the range of evidence, to include different kinds and different sources and contexts, achievement can be recognised wherever and whenever it occurs. Reviewing such a collection of evidence provides a detailed, more inclusive picture of a learner's performance that is simply not available from a narrower evidence base.
- **Self-Assessment – pupils will complete self-assessment forms at the end of each block of work to help them set targets.**

This will be done through observation, discussion or focused questioning.

Planning for assessment

Assessment is built into planning and takes place both during and at the end of a topic. Weekly plans show assessment focus.

Below is a flow diagram for the assessment process:

**FOR A COPY OF THE FULL DOCUMENT
CONTACT WAYNE RELF ON 01625 573 797
OR EMAIL headofcare@arnfieldcare.co.uk**