Cedars Academy

Assessment, Recordingand Reporting Policy

2020 – 2021

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Next   Review: September 2021

Contents

Rationale

Ours is a community of learning, where secure partnerships create opportunities for students, staff, governors, parents and carers alike to participate and grow to become intellectually, emotionally and socially *fit for life.*

Cedars Academy believes in a structured approach to teaching and learning. Each pupil follows the EYFS or National Curriculum as appropriate. The curriculum is adapted to reflect the needs, interests and development of each child. Children are assessed on entry to the school. There is a clear system for assessment, recording and reporting throughout the school.   The input of parents, pupils, therapists and other professionals is valued throughout these processes.

ARR at Cedars is overseen by the Teaching and Learning Leads for Key Stage 1/2, Key Stage 3, Key Stage 4 and Key Stage 5. Staff are kept informed of updates and administration changes and developments in this area.

An annual calendar/action plan is supplied to keep the ARR system on a regular cycle of events[1].

1 Summative Assessments

These are the assessments at a given point in time: baselines (on entry into the school), end of year reports/reviews and end of key stage tasks/tests/teachers' assessments.

a) Baseline Assessment at Cedars on entry to school for new children New children to the Academy are scored using the Cedars ROAD (Record of Achievement and Development) Assessment Framework.[2]
ROAD descriptors are categorised into Milestones that loosely match the National Curriculum Year Group. The Milestones mean that the descriptors are developmentally appropriate, rather than based on chronological expectations. Although Milestones exist to 'anchor' our system against the National Curriculum, learner attainment and progress will be described in terms of CEDARS POINTS. Assessment summaries will explain how many points the learner has to date and how many they have acquired that year, but most importantly it will **detail** what specific skills have been learned and what the learner needs to work on to improve further. Children are assessed by class and subject teachers using the ROAD descriptors. Evidence of attainment is currently kept in paper files or excel spreadsheets, but will be added to the Classroom Monitor database[3] in 2016/17. Moderation processes are in place to ensure teacher assessments are robust and standardised. A suite of summative assessment tools for maths, reading and spelling are used to support teachers in making judgements about what next steps are needed.[4]

b) Yearly targets are set from previous/review reports.

All assessments/baselines are completed within the first six weeks of entry. Yearly Targets are set and pupils are involved, where appropriate, in drawing up their individual learning and PSD targets[5] with their Key Person.

c) National Statutory Tasks/Tests

These are taken at the end of each Key Stage for Year 2 (end of Key Stage 1) and Year 6 (end of Key Stage 2) if the Teacher feels the child is ready to be tested. Teacher Assessment levels at this stage provide parallel information to parents to accompany   test results. Some Year 2 and some Year 6 children may be involved in this process. There is also a statutory Phonics Screening test in Year 1. Again, some students may be involved in this process if appropriate.

d) Annual EHCP Review/Reports

These are a year after the last EHCP was issued. They are a summary of progress towards the objectives outlined in the EHCP and any changes that need to be made to the objectives or summary of the child as outlined in the Education Health Care Plan.

e) End of Year reports

End of Year reports are sent out in the summer term. These are a summary of the progress children have made throughout the school year in all areas of the curriculum. They are written in plain English and explain clearly what the next steps for the child. Staff can choose to add comments and evidence from the Classroom Monitor database to an ongoing report for each child throughout the year.[6] This report can then be edited and added to at the end of the year, ready to distribute to parents.

f) ROAD Map descriptors

All teachers highlight pupil's achievements using the ROAD Map framework[3]. Highlighted descriptors that indicate current attainment will be represented as Cedars points and are collected and analysed in February and July of each academic year. All children are assessed by either their class teacher (primary) or subject teacher (seniors) or their Key worker for PSD.
The Teaching and Learning Leads for each key stage will track data using Classroom Monitor and will share results with staff through an Achievement Consultation to support planning for interventions or programmes to ensure all pupils are making the required progress towards their yearly target.

2 Formative Assessments

Formative assessment or assessment to inform learning involves day to day ongoing assessment as part of the repertoire of teaching strategies to closely monitor the learning of a child and move them forward. Meaningful feedback (written or verbal) will be given at the point of teaching or as close to it as possible and will involve strategies to develop children's meta-cognitive skills so that they are fully involved, where possible, in describing and shaping their learning journey. The focus is on the child as a learner, not simply their ability to achieve the intended learning outcome. Please see our Feedback and Marking policy.[7]

a. Classroom Monitor

Teachers and TAs will update the Classroom Monitor database as and when they have evidence to support a particular judgement about a child. Staff should ensure that they add evidence of learning (either photo, video, audio, copy of work or anecdotal) and update the database as appropriate to ensure that assessment is up -to-date and manageable.

b. Individual Learning Aims

Individual Learning Aims are written in child friendly language. The student's Key Person ensures the student knows what their targets are and displays them where it will be most useful for the individual so that they can be reviewed in any lesson (in a diary/planner/on a wall etc). If a child shows that they have worked towards their target, the teacher signs the target in the planner. Key workers monitor progress towards the learning targets for their students

and discuss them during tutorial time. These targets are monitored by the Subject Leads and Teaching and Learning Leads for Key Stage 1/2, Key Stage 3 and Key Stage 4.

3   Reporting

Cedars Academy values good relationships with parents. There are ongoing informal dialogues between home and school and a more formal discussion at the Annual EHCP Review Meeting. Specified evenings will be set aside following the distribution of End of Year reports for parents who wish to discuss any aspect of their child's report. The school also provides extra time for discussions both formal and informal, as appropriate. These may include other professionals and therapists i.e. Educational Psychologists, and SaLT's. There are also regular tea/coffee afternoons throughout for each class throughout the year.

a) Involvement of Parents

1. Making policy statements accessible

2. Regular meetings with parents/carers

3. Regular entries in home/school book or via email

4. Parent Consultations

5. Parent Council

6. Regular questionnaires which inform school improvement

7. Coffee mornings or other informal home/school activities

8. Annual EHCP review procedure

b) Involvement of Pupils

From their entry into school pupils are involved in the process of reflecting on their learning and target setting. This process will vary depending on the age and development of the pupil but this involvement is seen to be both essential and effective. The role of the Key Person is pivotal in ensuring the approach is personalised and meaningful for the individual.

4 Records of Achievements

Classroom Monitor will be updated with a range of evidence illustrating the learning journey of the child. This can be collated and distributed as required. (This facility was available with our previous assessment system and is currently in construction for the new framework)

5 Individual Pupil Achievement Records (IPARS)

Cedars Academy is committed to using digital resources to store and collate key data. It ensures all data is secure, centrally located and easy to retrieve quickly and reliably. However, each pupil has their own IPAR that is updated by the T&L Leads and shared with the child by their keyworker. Each keyworker has a file containing the IPAR of every child in their care. It is the key worker's responsibility to ensure these files are updated and distributed as they are updated.

IPARS for all students are in class so information is available at all times. TAs have access to the files and are involved in pupil's targets.

Pupils are involved in creating their IPAR where appropriate.

A new child completes assessment of attainment in English, Maths and PSD within the first six weeks of arrival. Then long term objectives/Yearly Targets are set with their keyworker and agreed with the SLG. The student is involved in setting short-term individual targets.

Individual Targets must be **SMART**. **Specific, Measurable, Achievable, Realistic/relevant, Time related**

Cedars Assessment Cycle

September

- o Ensure Learning Passports for each child are available to all staff.

- o Begin baseline assessments for pupils who are new to the school.

- o Classroom monitor/ROAD Framework updated.

October

- o Baseline assessments for new pupils completed and entered into Classroom Monitor/ROAD Framework document - 6weeks into Autumn Term.

- o Classroom monitor updated frequently by class teams. (Delayed until Classroom Monitor is reconfigured – June 2017)

December

- o Key workers ensure IPARS are up-to-date

February

- o Summative assessments carried out.

- o Classroom Monitor data analysed to give feedback about progress to SLG and teaching staff.

- o Individual targets reviewed by Keyworkers and new targets set if appropriate.

- o Assessment Consultation between SLG and teachers held - Interventions planned for children showing no or little progress.

- o SIP/SED updated to reflect findings from data analysis

March
- o Parent's Evening. Assessment and interventions discussed.
- o Students identified as not making sufficient progress monitored and assessed

April/May/June

- o Statutory tests and accreditation course exams
- o Students identified as not making sufficient progress monitored and assessed

July

    o   End of Year reports distributed to parents

    o   Summative assessments carried out.

    o   Classroom Monitor/ROAD Map data analysed - feedback about progress to SLG and teaching staff.

    o   Individual targets reviewed by Keyworkers and new targets set for new year on IPARS.

    o   SIP/SED updated to reflect findings from data anaylsis

Ongoing assessment

Daily assessments in class through marking and feedback and by evidence on Classroom

Monitor/ROAD Framework.

Moderation process (in T&L meetings each term)

6 Assessment Tools

a) ROAD – Record of Achievement and Development[3]

The key features:
- Like PIVATS, descriptors are categorised into Milestones that loosely match the National Curriculum Year Group. The Milestones mean that the descriptors are developmentally appropriate, rather than based on chronological expectations. However, loose links to the Year Group descriptors provide a guide for teachers when measuring attainment at the end of a key stage when they are required to report the child's progress against age-related expectations.
- Although Milestones exist to 'anchor' our system against the National Curriculum, learner progress will **only** be described in terms of CEDARS POINTS. Reports and parent feedback will explain how many points the learner has acquired that year, how it compares to the target set at the beginning of the year, but most importantly it will detail what skills have been learned and what the learners needs to work on to improve further.
- As CEDARS POINTS are awarded for the acquisition of skills or knowledge in every MILESTONE, learners are not 'capped' or limited by 'best-fit' system. In the old system, a child working at Lv 2B in maths, but able to complete some aspects of Lv4, would still be assessed as a level 2B overall. Learning is messy and our students do not always learn

things in a neat, linear style. Each learner should receive credit for every step of progress they make where ever it sits on the developmental spectrum.

- The CEDARS POINT system only describe how much has been learned, not what. e.g. two students with 20 points could have very different profiles and learned entirely different skills. The points are for tracking how much progress has been made. Parent reports EHCP advice or transfer reports will details specific skills/knowledge learned and highlight the next steps for the individual learner.
- For each particular skill, we have looked at how it is described in PIVATS, TIPPS and Rising Stars and then rewritten it in a way that is clear, unambiguous and easy to measure. We use a specific and consistent language throughout the document with clear terms of reference. We have also broken up more complex skills into a set of individual steps so that progress towards mastering a key skill can be credited.
- CEDARS POINT targets for each student will be set at the beginning of each year. The appropriately will be decided individually for each learner based on the teacher's detailed knowledge of the student's strengths and barriers to learning. Targets will be standardised, moderated and agreed by Teaching and Learning teams and by the SLT and Governing body.

b) **Classroom Monitor**

Teachers record assessment judgements, targets and evidence of learning into the curriculum-mapped online markbooks. From nursery right through to the end of KS4, they build an accurate picture of each pupil's learning needs, and all records will be in one place. The markbooks link to the ROAD Map framework and the Rising Stars curriculum and assessment descriptors.

- Summative results populated from the formative assessment markbook, are recorded directly
- Pupil tracking data is viewed in one, easy to access online location
- Linked to SIMs so pupil data is always up to date
- Targets are set and progress tracked against them
- Compares pupil and group view of assessment data
- Compare groups using attainment, progress, attendance and 'on track' measures
- Drill-down into graphs and tables to identify individuals

http://www.classroommonitor.co.uk/

UNCRC Reference: Articles 3, 23, 28, 29

End Notes:

1: Assessment Cycle referred to on page 6 of this document.
2: ROAD Map Framework and Rationale Document 2018
3: For more information on Classroom Monitor please visit www.classroommonitor.co.uk

4: Assessment tools used are NGRT for reading ages, Phonic Check Up, Twinkl and ROAD Map Maths assessments, Rising Stars Frameworks for non- English/Maths/PSD subjects.

5: PSD Assessment was changed in spring 2018 and now completed through The Boxall Profile

6: Classroom Monitor Database still under construction for new ROAD framework – evidence is used from paper version of ROAD alongside workbooks.

7: Feedback and Marking Policy 2018