



Champion EDUCATION TRUST

ASSESSMENT RECORDING AND REPORTING POLICY

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ASSESSMENT RECORDING AND REPORTING POLICY

AIMS

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

LEGISLATION AND GUIDANCE

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Student Information\) \(England\) Regulations 2005: schedule 1](#).

PRINCIPLES OF ASSESSMENT

At Lotus, we recognise that the students who come to us will have very individual profiles in terms of their learning and their previous progress.

Assessment recording and reporting will be based on the whole school principles of:

- Equal Opportunities.
- Individual needs.
- Age appropriateness.
- Student involvement.
- Recognition of previous learning and experiences.
- Sensitivity and understanding.
- Parental involvement.
- Challenge and student progress.
- Legal requirements.

BASELINE ASSESSMENT AND FLIGHTPATHS

Before students arrive at Lotus we will have already gathered data about their learning and progress, from their current setting, but we will also ask students to undertake a Reading, Spelling and basic Maths test. We will also ask that the student's current setting completes a Boxall Profile, which is a document that gives specific information about a child's emotional and social needs. We will then use this information to decide which Curriculum pathway the student will be initially placed on.

We have high aspirations for all students who attend Lotus and flightpaths (expectations regarding what grade students should be at, at the end of each year and each key stage) will be ambitious but take into account the students starting points and SEND need. As such we will use the grades 1-9 to assess students at Key Stage Three and Four. For students at Key Stage Two, and those at Key Stage Three who are working towards a Grade 1, we will adopt the Champion Trust Accelerated Learning Levels, which are a set of levels designed to sit below Grade 1.

ASSESSMENT APPROACHES

At Lotus we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

Assessment is a means of identifying the progress which students make. It should help reveal what a child knows, understands and can do and assist in the planning of a route for further development. Assessment procedures at Lotus seek to identify students' successes and highlight areas for development.

Teacher assessments are made continually and can show how well a child is developing across a whole subject over a period of time.

Tests measure what all children can do when they are set the same question.

The purpose and aims of assessment are to develop the whole child and to continually improve the quality of teaching and student learning within the school. This will be done in the following ways:

- Through summative assessment where following a course of teaching students will be assessed to see what learning has taken place and to ascertain the effectiveness of teaching methods, student groupings and resources.
- Through formative assessments where staff will use information gained through assessment to inform planning and address the continuity of learning to ensure future learning is matched to individual children's needs.
- Through student self-assessment. This will help the students to develop skills for reviewing and evaluating their work and behaviours and to participate in their own target setting for improvement.
- Through peer assessment. This will help the students to develop skills for reviewing and evaluating the work and behaviours of their peers.
- It will be an ongoing tool involving systematic observation and recording.
- It will be worthwhile and useful for teachers, parents, students and other professionals.
- It will provide continuity between teachers within school and between schools
- Value the observations and perceptions of students in the assessment process.
- Offer regular opportunities to celebrate every child's achievements, skills and talents and to encourage them to record a wide range of personal achievements.
- Will plan for regular opportunities for parents to be informed of and involved in their child's learning and progress and to be actively involved.
- Inform future planning at an individual, whole class and whole school level.
- Inform resourcing, staff development and teacher training.
- Ensure that consistent records are produced and used throughout the school to guide planning and improve student achievement.

NATIONALLY STANDARDISED SUMMATIVE ASSESSMENT

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
 - **Teachers** to understand national expectations and assess their own performance in the broader national context
 - **Students and parents** to understand how students are performing in comparison to students nationally.
- Nationally standardised summative assessments include:
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)
 - Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4

COLLECTING AND USING DATA

Data will be continually collected via the teaching staff and will be formally collated each term. This data will include information regarding:

- Academic progress made against targets
- Progress made towards Individual targets to support EHC Plan outcomes
- Overall behaviour and attitude towards learning
- Attendance and Punctuality
- Results from any external qualifications/accreditations

This report will be sent home to parents and parents will be invited into school each term to discuss their child's progress. One of these meetings will form part of the annual review process.

At Lotus we have three curriculum pathways that are interchangeable. We will constantly monitor the data to ensure your child is on the correct pathway and working towards the correct Qualifications at Key Stage 4.

INCLUSION

The principles of this assessment policy apply to all students.

Assessment will be used diagnostically to contribute to the early and accurate identification of students who require more specific and bespoke support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience, and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points and take this into account alongside the nature of students' learning difficulties.

TRAINING

All staff will receive appropriate training regarding any relevant national changes to assessment. Where necessary Staff will also receive regular training regarding moderation for external accreditations and GCSE qualifications. The Senior Leadership team will be responsible for staff having the correct training.

ROLES AND RESPONSIBILITIES

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

Headteacher

The Headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

MONITORING

All teaching staff are expected to read and follow this policy. The Senior Leadership team are responsible for ensuring that the policy is followed.

The Senior Leadership team will monitor the effectiveness of assessment practices across the school, through:

- Internal moderation
- Learning works
- Formal Observations
- Book scrutinies
- Data tracking