

<b>Policy and Guidance:</b>	Date approved	May 2018
	Date for review	May 2020
	<b>Assessment, Recording and Monitoring</b>	

**1. Policy statement**

- 1.1. Assessment, recording, monitoring and reporting are fundamental to the structure of the Inspired Directions Programme at Inspire!.
- 1.2. Initial assessment is undertaken as part of the student induction process and this, along with accurate referral information, is vital if the student's educational development is to be sustained and their needs and learning styles are to be successfully and appropriately planned for. However, it must be recognised by all concerned that it is normally the case that our students may, through no fault of their own, have huge gaps in their educational development. It is our task to reconstruct the educational self-motivation for those students, to help them realise their educational potential and display a level of achievement comparable to their ability. These progress and successes are celebrated and inform future planning, as well as provide valuable information for their next setting upon progression.

**2. Aims of the policy**

- 2.1. To ensure effective and consistent assessment, planning, recording and reporting practice throughout the school.
- 2.2. To meet our statutory requirements concerning assessment, planning, recording and reporting.
- 2.3. To set out the roles and responsibilities within the school concerning assessment, planning, recording and reporting.

**3. Aims of assessment**

- To determine what students know, understand and can do, -
- To identify and build on student strengths and to emphasise positive achievement
- To identify any difficulties students are having with their learning in order to set goals for the future i.e. diagnostic intervention
- To provide a record of progress for the students themselves, the teacher and for others including parents, -
- To encourage and motivate students to aim for higher standards
- To use a range of assessment types ranging from informal discussions to formal examinations depending upon the purpose
- To involve students in setting learning objectives and assessing achievement and effort

- To provide the teacher with feedback about the effectiveness of teaching and assessment strategies
- To be integral to curriculum planning and schemes of work

### 3.1. **Assessment should**

- Involve sharing learning objectives with students
- Help students know and recognise the standards for which they are aiming
- Involve students in peer and self-assessment
- Provide feedback that leads students to recognise their next steps and how to take them, the use of marking ladders is useful here
- Promote confidence that every student can improve
- Involve both teacher and student in reviewing and reflecting on assessment information
- Be used to inform decision making and action, not merely about data collecting and marks in registers
- Be used to promote continuous improvement and not periodic one off snapshots

### 3.2. **Assessment prior to school entry** (*see Student Learner Journey*)

3.2.1. Detailed and accurate assessments are integral to the education of students on the ID programme, since these form a clear picture of each individual's strengths and needs and, as such, inform planning.

3.2.2. Students will also have or be in the process of obtaining a Statement of Special Educational Need. Statements include educational advice, medical advice, an educational psychologist's report and parent/carer submissions, all of which are essential in developing an understanding of a young person, and planning effectively for them on the ID programme.

3.2.3. On referral, the following information is requested:

- Starting Point form
- Baseline assessment levels in literacy and numeracy
- Medical information (to be passed onto Designated First Aider if required)
- SEN information
- Contact details of involved agency links (LAC, CAMHS, YOT etc.)
- Copies of IEPs, IBPs, PHPs and previous plans
- A Risk Assessment if necessary
- Success strategies

3.2.4. In addition, prior to school entry:

- Staff from the ID Programme will meet with a representative from the young person's referring school or agency, to share further information and to assist planning for the placement

- Parents/carers and their child are asked to attend school for a pre placement interview with the ID Programme Manager and Head of School, often also with a representative from their referring school or agency
- Depending upon their need, students may also have several introductory visits or a phased transfer from their current placement in order to support their eventual move onto the ID Programme

### 3.3. **Assessment on induction** (see *Student Learner Journey*)

- 3.3.1. Within 5 days of being interviewed, students will undertake the following assessments:
- English
  - Mathematics
  - Learning Styles questionnaire
  - Emotional intelligence questionnaire
- 3.3.2. The results of these, along with the referral information, are then shared with all programme staff (see *ID Programme New Student Information Sheet*)
- 3.3.3. Within 3 days of these assessments being completed, a member of staff will then complete an Individual Learning Plan (ILP) with the student.

## 4. **Assessments used in school**

- 4.1. Once a student has started on the ID Programme, the following forms of assessment may include:

### 4.1.1. **The Statement of Special Educational Need**

Statements contain an overview of a child's strengths and needs and are clearly integral to the planning that goes on for a child. For students who are in the process on obtaining a statement, the school may actually complete the Educational Advice. The ILP produced for each child is based on the Statement and on any subsequent revisions of it.

### 4.1.2. **BKSB Electronic Assessments**

BKSB electronic assessments allow teachers to assess and to monitor a student's progress and also supports appropriate target setting. These assessments cross reference to Functional Skills Levels as such, give a clear indication of a student's level of development.

### 4.1.3. **Other online assessments**

Other assessments available online may also be used, including Move On Progress Tests in English and Mathematics.

### 4.1.4. **Published assessment materials**

Assessment materials such as the NFER Nelson group reading test may be used when more detailed information about a student is required.

#### 4.1.5. Nationally accredited assessments

Currently the following accreditation is available:

<b>Programme Area</b>	<b>Qualifications</b>	<b>Standard</b>
English	EDM Functional Skills English	Entry 1 to Level 2
Mathematics	EDM Functional Skills Mathematics	Entry 1 to Level 2
ICT	NOCN ICT Users Certificate	
Work Related Learning	NOCN Step Up Diploma	Level 1
Project/Vocational work	BTEC Workskills	Level 1 and 2
Project/Vocational Work	BTEC MySkills	Level 1 and 2
Project Work – Art/Music/Drama/Media	Arts Award	Bronze to Silver
Construction	City and Guilds Multi-Skills	Level 1
Fashion	NOCN Garment Making Award	EL3 and Level 1

#### 5. Methods of assessment

- 5.1. Our assessments should recognise the full range of achievements of all learners
- 5.2. To gain a full picture of student achievement and attainment a variety of assessment types need to be employed within subjects. It is vital that students are given every opportunity to display competence through different mediums. Assessment opportunities need to be built into schemes of work. Each topic will need to be analysed for the intended learning outcomes in terms of knowledge, understanding, processes and skills. For each type of learning outcome there is an opportunity to identify a relevant focus (e.g. skills), consider the assessment strategies to be used (practical demonstration), decide upon the outcomes or evidence expected and communicate this information to students in terms they will understand.
- 5.3. The table below provides examples of the variety of assessment methods available; this is by no means exhaustive nor appropriate for all subjects.

<b>Method of assessment</b>	<b>Example</b>
<b>Lesson</b>	Teacher uses individual student achievement during a practical activity
<b>Extended writing</b>	Students write a letter representing a viewpoint on a controversial issue. Students write a technical report or an essay to respond to an open-ended question in writing
<b>Controlled Assessment</b>	Hypothesis driven enquiry involving different styles of writing, data collection and representation resulting in decision making, concluding and evaluating
<b>Open book tests</b>	Students respond to structured questions relating to what they have recently learnt
<b>Oral assessment</b>	Teacher records the individual contribution of a student to group work
<b>Aural assessment</b>	Students respond to aural input whether pre-recorded or live.
<b>Objective tests</b>	<ul style="list-style-type: none"> <li>• True/false</li> <li>• Multiple choice</li> <li>• Sequencing</li> </ul>
<b>Self-assessment</b>	Students check their own work against a set of criteria. Students write an evaluation of their own contribution to the group
<p>This is only a brief list detailing some of the great variety of types of assessment available to be used. Posters, poetry, power point presentations, model making, speeches are other examples.</p> <p>Staff are encouraged to involve the students in actively assessing their own learning as much as possible.</p>	

## 6. Recording assessment

### 6.1. Individual Learning Plans (ILPs)

- 6.1.1. An ILP is written in conjunction with the student to identify academic, vocational and behavioural goals, to plan how they might be achieved, and then to measure when they have been met through the setting of targets. Staff use the student ILPs to then inform their own planning for each student.
- 6.1.2. ILP meetings are held at the start of each term/on student induction to set targets, and then again at the end of term to review progress.
- 6.1.3. Young people who are Looked After (LAC) will be supported in this meeting by the relevant agency link worker, so that the education planning part of their PSP is met.
- 6.1.4. Other methods of recording assessment include:

- Teacher evaluations on session plans
- Annotation of work
- Short-term objectives
- Individual subject records
- Portfolios/Folders of work compiled for accreditation, for example, Arts Awards or NOCN Units
- Curriculum reports
- Reviews and reports of progress (Interim reviews, Annual Reviews and general reports)
- Assessments/questionnaires requested by other professionals, for example, Speech and Language Therapists
- Observations of students
- Student target sheets
- Any educational assessments undertaken by the teacher
- Any Certificates awarded.

<b>The purposes of student records</b>	
For students' Learning...	<ul style="list-style-type: none"> <li>• to demonstrate progression</li> <li>• to provide information over a continuum</li> <li>• to provide the basis for feedback to students and parents</li> <li>• to allow students to chart their progress and become more independent learners taking control of their own learning and progress</li> </ul>
For teaching...	<ul style="list-style-type: none"> <li>• to provide the basis for planning differentiation</li> <li>• to provide a resource to aid faculty or team planning</li> <li>• to provide an aid to curriculum development</li> <li>• to provide information when handing the class over to another teacher</li> </ul>
For management and administration	<ul style="list-style-type: none"> <li>• to provide the basis for writing reports, references, ILPs, school</li> <li>• transfer reports and any other request for performance indication</li> <li>• to provide a focus during Progress Review Days and for feedback to parents/carers at other times</li> <li>• to provide easily accessible information for staff</li> <li>• to provide statutory information</li> </ul>

## 7. Reporting to referring bodies

- 7.1. Students who are on dual register with a referring school will have a termly written report, which should be shared with student and parent/carer. Best practice would also include a member of Inspire! staff attending a review held by the referring school. This will include:
- Details of course studied
  - Details of other accreditation
  - Attendance and punctuality
  - Functional Skills levels on induction
  - Current Functional Skills levels
  - SEN information
  - Details of support in place
  - Comment on overall progress, including likelihood of completing qualifications successfully
  - Comment on progress by subject
  - Targets for next review
- 7.2. Student progress towards their qualifications is measured using the following indicators:

<b>Overall Progress</b>
1 = Excellent; on track to achieve qualifications or better
2 = Good; has made progress; on track to achieve qualification
3 = Improvements needed to achieve qualification and progress
4 = Cause for concern; at risk of not achieving qualification

- 7.3. Representatives from a student's referring body are also invited to events at Inspire! (for example, performances of students work) and Celebration of Achievement Days, and any relevant meetings with other professionals, including Annual Reviews.
- 7.4. Where a student is wholly or partly funded by the local authority, an annual account of income received and expenditure incurred by IDS in relation to that student will be provided to the referring local authority.

## 8. Reporting to parents/carers

- 8.1. Parents/carers receive a report written annually (containing the information as in 6), and are also invited to discuss it with a member of Inspire! staff on Progress Review Day.
- 8.2. Other methods of home/school communication include:
- Phone calls

- Postcards home
- Invitations to attend celebrations of student work – for example, exhibitions and film screenings
- Invitations to Celebration of Achievement Days
- Meetings at Inspire!

8.3. Parents/carers are always welcome to telephone or visit the school should they wish to discuss any part of their child's progress.

## 9. Monitoring

System	Description	Monitoring frequency/deadline
Accreditation	Student progress towards qualifications is monitored	Throughout school year
Attendance Monitoring	Taking register	Daily Also regular reviews with Learning Trust Attendance Officer
Initial and diagnostic assessments	Assessment of students' needs, review of initial assessments/BKSBS and diagnostic assessment for all subjects and communication as to which level the student is working to	Within two weeks of enrolment
Initial Placement Review	Review of placement and confirmation of expected outcomes for student	Two Weeks after enrolment
SEN Reviews	Reviews for students with a Statement of SEN	Annually
Individual Learning Plan	Provides a contract with the Student	Termly



System	Description	Monitoring frequency/deadline
Student Reviews and Tracking	Tracking sheet on SIMS is a vital monitoring tool, detailing what level the student is working to in regards to the national standards (Entry level, level 1 / 2) and states what the student has attained, how they have progressed, sets targets and an makes an assessment of their learning behaviour	Termly
Parental communication and feedback records	Kept by provider and used to review programme	Annually
Referrals to External Agency	Reporting on referrals and copying in external agencies	As needed
Programme Timetable	Course breakdown for the whole year	Annually
Student Progress Report	End of year progress report	Annually (termly for students on dual roll)
Post 16 Progression	List of the plans made for each Student once they have completed the course	Annually
Student Feedback	Questionnaire	Annually
Exclusions	Reporting on Exclusions	On Day of Exclusion
Reasons for Exclusions	Email detailing any reasons	On Exclusion
Child Protection Issues	Alerted of any issues with children or onward referrals	On Day of Disclosure
Accreditation Results	Report on actual exam/ accreditation results	On receipt

## 10. Quality Assurance

10.1. Quality Assurance and monitoring of Teaching and Learning will be implemented by:

- Work sampling across the curriculum
- Staff sharing examples of planning
- 'Learning Walks' by Head of School or Curriculum Coordinator
- Reviews of student ILPs by Head of School or Curriculum Coordinator
- Sampling of staff planning by Head of School or Curriculum Coordinator
- Displays of student work

- Half termly classroom observations – which may be by peers, the Head of School or Curriculum Coordinator, colleagues from other settings, subject advisers or other relevant professionals
- Informal and formal staff 1:1 meetings, including performance management
- Meetings with subject advisers
- Internal and external verification of accreditation
- Student and parent/carer feedback – for example, Student Council, student and parent satisfaction surveys