



NANPANTAN HALL
Nurture Centre

ASSESSMENT, RECORDING
AND REPORTING POLICY

ASSESSMENT, RECORDING & REPORTING

POLICY

POLICY REVIEW STATEMENT

This policy will be reviewed Bi-annually or earlier should legislative change or other event require it.

SIGNED:.....

POSITION: DIRECTOR

DATE: 1st August 2022

REVIEW DATE: 1st August 2024

FOR & ON BEHALF OF SERENITY EDUCATION



Nanpantan Hall Nurture Centre

ASSESSMENT, RECORDING AND REPORTING POLICY

(To be Read in Conjunction with the Target Setting Policy)

INTRODUCTION

Assessment forms a key aspect of educational provision at the Nanpantan Hall Nurture Centre. The results of assessment enable us to monitor student progress, inform future planning and measure the effectiveness of our provision.

Effective assessment should:

- Identify students' individual needs.
- Provide accurate information about student progress.
- Allow staff to plan and further support the students' development by providing relevant and challenging learning experiences through the use of appropriate teaching methods.
- Establish the existing skill and knowledge levels of learners.
- Establish how each learner learns.
- Introduce learners to some of the skills and knowledge they will need to acquire on the programme.
- Provide a helpful introduction to assessment in a non-threatening way.

Assessment at our Nurture Centre takes three basic forms:

- Initial/baseline assessment
- Formative assessment
- Summative assessment

ORGANISATION OF ASSESSMENT & EVIDENCE

Assessment at Nanpantan Hall Nurture Centre is recorded/located in three main locations;

- Centrally (Filing Cabinet, Main office)
- Class Based – Blue folder.
- Teaching & Learning Leader folder.

Evidence is located in students' **Work books**

The content of each folder is outlined in the following tables;

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CENTRALLY FILED	
ADMISSIONS	Student Information Overview Placement Agreement Medical Consent Form Photo Consent Off-site activities and trips consent Sharing and collection of information consent Staff transportation consent Personal Property waiver consent form Parent-Nurture Centre partnership agreement
MEDICAL FILE	Medical Overview Administration of Medication consent Medical Notes/Letters
EHCP FILE	Latest EHCP Historic EHCP
INITIAL ASSESSMENT	Initial Assessment Checklist and evidence
MANAGEMENT OF FILES:	
Information coming into the Nurture Centre from outside agencies is always initially dealt with by the Directors/SLT. Relevant information is shared with the appropriate members of staff and then filed in the appropriate central folder.	

Class Based – Person responsible subject teacher/mentor	
Student Information	Student One page profile Student Personal & Holistic Targets
Student Tracking	Subject targets Subject Learning Ladder (<i>Where appropriate</i>)
Teaching Content	Scheme of work/Medium Term Plan Short term planning
Formative Assessment	Session Feedback Forms (<i>Dated</i>)

WORK BOOKS	
Class Based – Key Worker/ subject teacher/mentor/Student	
Subject Work	Marked, Dated and filed in order.

TEACHING & LEARNING ASSESSMENT FOLDER	
Teaching & Learning Lead – Person responsible Leader for teaching & learning	
Individual student Summative Assessment	Student Progress Tracker Pathway Progress Graphs (<i>where appropriate</i>)

INITIAL/BASELINE ASSESSMENT

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An essential feature of any assessment system is the identification of starting points for learning from which progress can be measured.

All new students are assessed within the first few months of starting at the Nurture Centre. Students may join the at any time during Key Stage 1 or Key Stage 2; and students may, or may not, have regularly attended school prior to their placement.

Information obtained and considered during the assessment period includes:

- Any previous school records.
- Statement of Special Educational Needs/EHCPs and Annual Review Reports
- Views of the parent/carer
- Views of the student
- Reports from other relevant professionals.
- Standardised assessments to profile basic skills – at we use the SAT's assessments for English, Maths and ICT.
- Elements of the Autism Education Trust (AET) Progression Framework – an assessment tool to address skills and understanding that students may find difficult as a consequence of their Autism.

ACADEMIC FLIGHTPATHS/TARGETS

(To be read in conjunction with - Target Setting Policy)

Initial assessments of academic understanding are used to inform future learning and target setting (AFL). This is then incorporated into each student's personal programme.

PERSONAL & HOLISTIC TARGETS

(to be read in conjunction with – Understanding and supporting Personal and Holistic Target Delivery)

Personal and Holistic targets are set centrally from the results of the initial assessment period and as part of the EHCP review process. Nanpantan Hall Nurture Centre has chosen to use the Primary Boxall Profile as a basis for assessing personal and holistic development.

The content aims to address skills and understanding that students may find difficult as a consequence of their Autism but also strives to recognise and build on the student's strengths and interests and to improve their overall well-being. Most importantly, it aims to alert the staff team to the fact that students may need support in these areas and that their progress is dependent on this support. Where possible, the content of the Boxall Profile lays emphasis on supporting the student to understand both their own and others' behaviour, what might be expected within certain situations and how this might be of benefit to them. It encourages staff to support students' independence through the development of skills such as self-regulation, self-expression and problem-solving.

At Nanpantan Hall Nurture Centre we have taken elements of the Boxall Profile and organised them under the following headings as part of the Nurture Centre's approach to Personal & Holistic learning:

- Social Communication & Social Interaction
- Self-Management
- Thinking & Processing Skills
- Sensory Processing

Social communication and Social interaction targets are to be set by the S.A.L.T and Play Therapist

Self-Management and Thinking & Processing Skills targets are to be set by the SLT

Sensory Processing targets are to be set by the O.T

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All baseline assessment information is to be kept centrally in the students' Initial Assessment File' which is centrally filed.

FORMATIVE ASSESSMENT (ASSESSMENT FOR LEARNING AFL)

Effective formative assessment recognises the achievements of students on an ongoing basis and informs planning. It should:

- Be meaningful and appropriate to the age of the student.
- Take place across the whole range of curriculum experiences.
- Be dynamic and interactive (done with and not to the student)
- Focus on the whole student not just on areas of difficulty.
- Take account of a wide definition of progress
- Support effective communication between parents/professionals by involving everyone.
- Be part of a continuous cycle, linking to the student's ILP and Annual Review processes
- Be sensitive to the impact of factors such as unfamiliar people / environments.
- Be timed to suit the student.
- Be evidence-based but manageable.
- Be supplemented by diagnostic materials where appropriate.
- Identify change and the need to re-evaluate targets.
- Enable the tutor to give feedback.
- Encourage motivation.
- Help the tutor to modify the course if necessary.
- Enable learners to identify what they have learned and what they want to learn next.

"Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where they are in their learning, where they need to go and how best to get there." (Assessment Reform Group 2002)

At Nanpantan Hall Nurture Centre the formative assessment process for both the 'Academic' and 'Personal & Holistic' development is focused around the **'Lesson Feedback Form'**.

In order to ensure that formative assessment is meaningful, each lesson/session will have clearly identified learning objectives that are shared with students and recorded on the 'Feedback Form' as part of the learning. Students will be encouraged to engage with the learning process through personalised activities that are relevant and motivating with achievement against the planned objectives being recorded both on the work produced and on the Feedback Forms.

Staff will keep the Lesson Feedback Forms in their Red Folder as an ongoing record of students' progress. Nanpantan Hall students will be provided with a book/blue folder to organise their portfolio of evidence. It is the intention that all work is dated, includes a title and is annotated with the level of support. The work is then filed or organised in date order so that it can be read in conjunction with the red folder so that progress overtime can be observed.

SUMMATIVE ASSESSMENT

Effective summative assessment records the overall achievement of students in a systematic way. It should:

- Take place at the end of a unit/module/year/key stage.
- Use standardised materials.
- Be internally and externally moderated to enable comparisons and ensure consistency of standards.
- Be used to evaluate the effectiveness of the Nurture Centre's curriculum provision.
- Lead to recognised accreditation where possible at Key Stage 3 and at Key Stage 4.
- Enable learners to recognise their achievements.
- Justify awarding a qualification or other recognition of achievement.
- Help the tutor plan future courses.

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- Guide learners through their next steps

Summative assessment at the takes the form of an assessment task undertaken during or at the end of every unit of work. It may take the form of:

- A specific assessed piece of work
- An evaluation of a number of pieces of work from the curriculum unit.
- A discussion between the student and staff member, which makes clear the student's level of understanding.

Nanpantan Hall Nurture Centre holds '**Student Progress Meetings**' (*Please read 'Holding a Student Progress Meeting'*) at the end of each term to support the summative assessment process. At these meetings all aspects of a student's learning is discussed with the 'Nanpantan Hall Assessment Model' being used to determine whether a student is making:

Insufficient Progress – working below expected levels.

Good progress – working at the expected level.

Outstanding Progress – working at the top end of expected levels.

Excellent Progress – working above expected levels.

The progress rating for each student in each subject/competency area will be recorded and tracked termly in our Tracking and Progress Report linked to the cornerstones curriculum assessment tool.

Learning intentions from the Boxall Profile will be set and reviewed termly. A key feature of the profile is a focus on the individual student and the facility to set specific priorities and evaluate progress based on individual learning needs with a recognition that students may have uneven or 'spiky' profiles with varying abilities across areas. Information from the Boxall Profile will inform the student's support plan, target setting and their EHCP.

FEEDBACK

Learners appreciate feedback, which should always be given after assessment. It is a vital part of the learning process and may be given verbally or in writing.

For each activity, a student will receive feedback relating to their effort and understanding. Students are enabled to understand their own skills and abilities. Time is spent helping students to understand the criteria and grade descriptors by which they will be assessed. Each student is asked to consider where they are currently performing and is then helped to raise their achievement by focusing on how they can attain the next level of achievement.

PROGRESS WITHIN A LESSON AND OVERTIME

Students with significant and complex needs, including those with challenging behaviour make particular demands on the assessment process. For example, for students with the need for a high sensory diet, it can be very difficult to assess their learning over a short period such as a lesson. For these students, the initial aim of assessment may be to identify potentially reliable responses and, over time, to build a profile of activities/stimuli likely to elicit a response.

Learning is likely to take place in small steps over a prolonged period of time by exposure to experiences and practice. It is equally difficult to assess learning before a student is able to manage their own emotions and behaviour sufficiently to focus and show consistent responses. Our students' progress is not always linear, and skills are rarely generalised spontaneously. Teachers and classroom staff need to use their professional judgement in analysing the outcomes of any assessment, particularly one that depends on a published tool or on an observation made on only one occasion.

INDIVIDUAL LEARNING PROFILES

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For some students, progress within or across the grades is as important as progress to higher levels. Lateral progress where students begin to generalise the skills and understanding they have gained in one area of learning into new contexts and to develop a more even profile of responses.

Some students may demonstrate progress in unusual ways. Many students will tend to develop uneven or spikey profiles of development across subjects, in different aspects of subjects or in different contexts.

We will focus on raising attainments in specific areas to secure lateral progress when student evidence reveals an uneven profile across subjects, or within a subject. However, many students, even with targeted interventions, will retain their uneven or spikey profiles since these may result from particular peaks or islands of ability or aptitude or from particular aspects of their disability or condition. Occasionally, it may be difficult to support a particular student in gaining new skills. Students with Autism may have poor self-image, low self-esteem and an inaccurate view of their abilities. They may lack the skills needed to realistically assess the standards they achieve, and some may be driven by an internal desire for perfection.

All contributions made by students will be valued, acknowledged and commented upon in some form by staff. These comments will be framed in positive language directed to the student and may be delivered verbally or in written form. Students will be assisted to assess and direct their present and future educational development, with the eventual goal of realistic self-assessment.

RECORDING SYSTEMS AND MARKING

Nanpantan Hall Nurture Centre has two approaches when considering the recording and marking of pupil's work. In the engagement phase of the Nurture Centre, and in certain subjects, we have adopted a learning journals as a style of working and recording student progress. It is felt that this approach best records pupils learning within the infancy of their time with us and in certain subjects, and allows pupils and staff to see their progress where tasks are mostly practical in nature. In each subject these learning journals may be slightly different to suit the subject matter but will form a scrapbook style of recording student work, involvement in activities and games through photos and also record teacher and student comments about progress. Once pupils are ready for a more formal approach to learning work will be recorded in subject books and marking in line with the Nurture Centre's Feedback & Marking policy.

PLENARY SESSIONS – ASSESSMENT FOR LEARNING, MARKING AND RECORDING.

Pupils who are able to use the appropriate language are supported to review their own learning at the end of lessons. Possible techniques include:

- Discussion of a completed task using the 'end product' as a prompt.
- Asking students to describe what they did in the lesson;
- Eliciting a basic response to an activity by asking students what they liked, found easy or difficult etc.;
- Use of a written learning outcome to review achievement during a lesson;
- Using an individual/differentiated version of the schools AfL system for recording the outcomes of the lesson over a half termly period with the student, that incorporates a 'traffic light' system where students indicate by ticking red, amber or green how well they think they have understood or completed a task;
- Direct feedback from teachers that acknowledges both achievement and effort – e.g. 'I know you found difficult, but you are working really hard;'
- Asking students to summarise progress so far, e.g. 'I can ...', 'the next thing I need to learn is ...;'
- Asking students to describe what a partner has done.

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SELF-ASSESSMENT

This is a challenging skill that depends on the ability to understand what is expected during a lesson and to reflect on what has been achieved. For many students, interaction with adults within the task is the most important aspect of feedback; others can be supported to review lessons and understand what they have achieved. Although not all of our students are ready to assess their own progress, they should all be included in the evaluation process at the end of a lesson. The following ideas highlight ways to involve students in recognising their achievements: Teachers design activities in such a way that pupil/students receive an intrinsic reward for completing some or all of the steps within a task;

- Classroom staff celebrate success at the end of each lesson in such a way that the students are helped to develop awareness of a positive atmosphere;
- Classroom staff give immediate feedback to students within an activity, commenting on each step of a task if appropriate;
- 'Important words' are reinforced, revised and taught.
- Classroom staff give feedback to students during and at the end of lessons;
- Students are helped to identify when they have completed a task;
- Students are helped to recall what they have done during a lesson;
- Students are helped to review learning by looking at photographs, videos or previous pieces of work;
- Classroom displays highlight what students are learning and celebrate examples of good work;
- Students are helped to identify a concrete outcome to a task (e.g. to say whether they have completed a puzzle or scored a goal in football);
- Students are helped to identify whether they have met a more abstract objective (e.g. whether they have coloured neatly or read a sentence correctly);
- Students are helped to identify what they have learnt during a lesson;
- Students are helped to use appropriate language to talk about their learning (e.g. 'I am getting better at ...', 'I can ...', 'I need help to ...', 'I don't understand ...');
- Students are helped to understand what they could do better;
- Students' work is marked in their presence and classroom staff explain what they have done well and how they could improve their work next time;
- Students are supported to give feedback on what their peers have done.

INCIDENTAL ASSESSMENT

Alongside planned assessment we also seek to identify key achievements outside the planned learning outcomes. A student may demonstrate in one lesson a skill which has been worked on in another curriculum area or show a response related to the focus area but not the same as the learning objective. We also seek to be alert to the 'wow moments' where a student engages in a task for the first time or unexpectedly displays a skill or an attitude which has not previously been observed (for example, attracting an adult's attention for the first time or accepting close proximity with another student). These significant steps need to be noticed, shared and recorded. In addition to subject based learning journals every student at the Nurture Centre has:

- Initial assessments
- Their one-page profile
- Plan-Do-Review records which monitor their progress towards targets

STAFF RECORDS

It is the responsibility of each member of staff to keep up-to-date assessment records for their students. At the Nanpantan Hall Nurture Centre this is kept in the Class Based Red Folder. Staff are also expected to monitor student progress and report any concerns to the teaching and learning team at Student Progress meeting or when necessary so that further joint discussion about strategies to raise achievement can be facilitated. Staff should seek to identify students

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making less than expected progress given their age and individual circumstances.
“This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap”

(SEND Code of Practice July 2014)

THE VALUE OF REFLECTION

It is important that we are reflective practitioners. The emphasis is on understanding why students perform in the way they have. This can be achieved by:

- Analysing target setting/level description data
- Exploring data which shows a student is under performing
- Modifying learning plans to improve progress
- Evaluating results to check student progress
- Adapting delivery to better suit the learning preferences of individual students.
- Using the Plan-do-Review cycle effectively

REPORTING

An Annual Report for each student is made available to parents/carers as set out in The Education (Pupil Information) (England) Regulations 2005. This will include end of Key Stage information.

In addition to the annual summer report a termly summary report tracks progress for each term. Student's termly attainment is tracked over time using a Tracking and Progress Report, and Individual Learning Plan (ILP) Record sheets. Grades and progress are shared with parents/carers at annual reviews and three parent review days each year. These ILPs support progress towards their Education, Health and Care Plans (EHCPs). These targets may be in;

- Communication
- Gross and fine motor development
- Personal, social and emotional development
- Behaviour
- Academic achievement.

Academic progress is shared with parents using our 'flightpath' system see Target Setting Policy.