

# Sheringham Woodfields School

Sheringham Woodfields School  
Holt Road  
Sheringham  
Norfolk  
NR26 8ND



ANNETTE MACONCHIE

Head Teacher

Telephone: 01263 820 520

Fax: 01263 820 521

Email: [office@sheringhamwoodfields.norfolk.sch.uk](mailto:office@sheringhamwoodfields.norfolk.sch.uk)

STEVE THURLOW

Website: [www.sheringhamwoodfields.norfolk.sch.uk](http://www.sheringhamwoodfields.norfolk.sch.uk)

Chair of Governors

Registered Charity: Friends of Sheringham Woodfields School - 1127142

## ASSESSMENT, RECORDING AND REPORTING POLICY

Approved by SMT: 6 <sup>th</sup> May 2021	Approved by Staff: 10 <sup>th</sup> May 2021	Approved by Governors: 19 <sup>th</sup> May 2021
Next Review date: Summer 2024	Person(s) responsible for review: Head Teacher / Assistant Head Teacher: Quality of Education	

### Principles

Our aim is to recognise different types of progress and celebrate the achievements of our pupils. Many of our pupils make very small steps of progress due to their learning style or their special educational needs. For many of our pupils progress is lateral and is therefore, about being able to consolidate learning and generalise it to a range of contexts. For a few of our pupils, maintaining their current skill level and learning is a challenge and our aim for these pupils is to ensure they do not regress.

The method of assessment is matched to the nature of the learning of the pupils. It will, therefore, take different forms according to the varying needs of the pupils and the nature of the activities and experiences they access. Our challenge is to find ways of recognising achievement in those areas that are more difficult to assess and quantify.

Pupils will, as far as they are able, take part in assessment, recording and evaluation, increasingly through their time at the school.

### Procedures

In addition to measuring progress against the National Curriculum/NAP and the P Scales, progress is measured in terms of less easily quantifiable areas such as social and emotional skills, life skills and independence. These are recorded in a qualitative way with the on-going aim of finding more quantitative measures for some of these areas so that progress can be more effectively tracked and next steps for learning more easily defined.

Since the new agenda of assessment without levels came into place we have developed new systems of standardised assessment as well as retaining the still statutory Early Years and Foundation Stage Profile and the P Scales.

### Early Years and Foundation Stage

The Early Years and Foundation Stage Profile is used.

### Our pupils with PMLD and MSI

A system of standardised assessment has been created that has a direct link to the curriculum that these pupils follow. It is relevant to their needs and allows us to record very small steps of progress. We are able

to measure this against expected outcomes for similar pupils by comparing their progress in mastering key steps equivalent to those used in the CASPA analysis and can judge pupils to be making expected, below expect and above expected progress at the end of the academic year as a result.

For PMLD pupils in Key stages 1 and 2, the engagement model of assessment is also used. This is in line with statutory requirements from September 2021 for pupils working at P4 and below, and not engaged in subject specific study.

### Key Stages 1, 2, 3 and 4

We are gradually moving over to a new standardised assessment system created in conjunction with other complex needs schools in the county (Norfolk Assessment Pathway/N.A.P.) blended with our own in-house recording system (Student Progress and Achievement Tracker/S.P.A.T.). This system allows us to measure small steps of progress and track next steps for our pupils. It incorporates P scales and expands upon them, taking into account the content of the new national curriculum.

Currently, each step of each strand of, English, Maths, Science, PSHE and Computing is broken down into 10 smaller steps. In the remaining subjects whole National Curriculum Levels and 'P' Scales are still currently used.

For pupils in key stages 1 and 2 working at P4 and below, and not engaged in subject specific study, the engagement model of assessment is also used. This is in line with statutory requirements from September 2021.

For some KS4 students accreditation is used to show achievement and progress.

### Personal Progress

In the Sixth Form many pupils are working towards Personal Progress awards and we have been able to incorporate assessment of this into S.P.A.T. thus allowing us to continue to measure small steps through the year and across years tracking progress more accurately.

### The Two Forms of Assessment

Our assessment takes two forms: **Formative (Assessment for Learning)** and **Summative**.

#### Formative assessment

This is about day-to-day assessment in class and is achieved through observation of pupils, questioning, looking at pupils' work etc.

Formative assessment is in many ways the most important form of assessment and provides a firm basis on which to build future planning, identifying priorities, gaps in learning and next steps for teaching and learning. It is on-going and involves all those who work with the pupil as well as the pupil themselves, where appropriate. The N.A.P. system allows staff to decide which step a pupil is on and to clearly see what the next step will be for that individual pupil, thus supporting half termly target setting. Formative assessment also allows teachers to see when pupils are not yet ready to move on and need further input on a certain step.

#### Summative assessment

Summative assessment is used to judge attainment and set further targets. It provides overall evidence of what a pupil knows, understands, can do and has experienced, throughout their school career and is used to inform other staff, parents, the pupil and other professionals.

Summative assessment is recorded automatically at 3 key points in the school year on the Pupil Progress grids. This allows us to track progress against targets set and therefore to identify early those pupils who may not meet their targets. In this way we are able to look at individual pupils or small groups of pupils who

need additional support which can then be planned in. We are also able to identify those pupils who are achieving above expected progress and alter our expectations and end of year targets for them.

In addition, Summative assessment provides us with quantitative data which we can then compare against comparable pupils where this data is available (for example in CASPA).

Most pupils leave school with externally accredited certificates of achievement and a Progress and Achievement file containing End of Year Reports and evidence of wider progress from throughout a pupil's school career.

### **Training and Moderation**

As part of our new teacher induction programme, all new class leads are provided with information about the assessment process. All new teaching assistants also receive training about their role within assessment. Half termly Teaching and Learning meetings are held where moderation and progress can be looked at as a staff team. There are also regular opportunities to moderate with other special schools in the county.

### **Reporting**

Reporting takes the form of:

- End of Year Reports to parents/carers in the Summer term. Under the Education Reform Act (1988) this is a statutory requirement
- Annual reviews
- Early Years Foundations Stage Profile

### **Monitoring**

Half termly work scrutiny includes checking SPAT levels are recorded accurately and are reflected in the work files.

### **Health and Safety**

We fully endorse the National Curriculum Statement on Health and Safety.

For a full picture, this policy should be read in conjunction with:

- Curriculum Policy.
- Teaching and Learning Policy.
- SEN Policy
- Monitoring and Evaluation Policy.
- Individual Subject Policies.
- Progress, Reporting, Assessment and Target Setting Guide
- Equal Opportunities Policy.