

# Sheringham Woodfields School

Sheringham Woodfields School  
Holt Road  
Sheringham  
Norfolk  
NR26 8ND



ANNETTE MACONOCHIE  
Head Teacher

Telephone: 01263 820 520  
Fax: 01263 820 521

STEVE THURLOW  
Chair of Governors

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

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

Registered Charity: Friends of Sheringham Woodfields School - 1127142

## ASSESSMENT, RECORDING AND REPORTING POLICY

Approved by SMT: 30 <sup>th</sup> April 2024	Approved by Staff: 7 <sup>th</sup> May 2024	Approved by Governors: 13 <sup>th</sup> May 2024
Next Review date: Summer 2027	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

Learning opportunities are assessed in line with the appropriate framework for the class. These include the Engagement Model and our own framework which encompass elements of the Differentiated Early Years Outcomes, National Curriculum Attainment Target and Rainbow Continuum, which has been named Sheringham Woodfields Steps. In addition to formal areas of progress, progress is also measured in terms of Personal Learning Goals (PLG's) which are linked to pupils EHCP's. 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.

### 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. 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 of subject specific learning is recorded at two key points in the school year on the Pupil Progress grids. Summative assessment of EHCP outcomes through PLG's is recorded termly. This allows us 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.

### 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. 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 externally moderate with other special schools in the county at SEN Deputies meetings and SEN Early Years meets.

### 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

### Monitoring

Termly assessment scrutiny using our online platforms, Evidence for Learning (EFL) includes checking outcomes and observations recorded accurately and are reflected in the entries.

### 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.
- SEN / Access Policy.
- Individual Subject Policies and Curriculum Statements.
- Equal Opportunities and Diversity Policy.
- Feedback and Assessment Policy.