

Cambian Wisbech School

Assessment Policy**Legal Status:**

- Regulatory Requirements, Part 1, paragraph 2(vii), Quality of Education Provided (curriculum) (teaching) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

Applies to:

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

Related Documents:

- Personal, Social, Health and Economic (PSHE) education
- Curriculum Policy, Vocational Policy
- Gifted and Talented Policy
- Special educational Needs and Disability (SEND) Policy

Availability:

This policy is made available to parents, carers, staff and learners from the school office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head teacher.
- The Proprietor undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require. The key priorities from the review are incorporated into the School Development Plan on an annual basis.

Signed:



Tawanda Madhlangobe
Headteacher

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Introduction

What is assessment?

The word assessment comes from the Latin 'assidere', to sit beside. This gives a valuable guide to the concept of assessment as a partnership between learner and teacher. Assessment refers to any situation in which some aspect of the learner's education is in some way measured. This measurement could be by the teacher, an examiner (through standardised tests e.g. NFER) or by the learner him or herself. Assessment occurs when judgements are made about achievement. It is an integral part of teaching and is primarily used in an on-going (formative way) to promote better learning. Assessment is an integral part of our curriculum planning and is inseparable from the teaching and learning process. It has a major role to play in increasing levels of achievement within our school.

What is the purpose of assessment?

At our school, we believe the key purpose of assessment is to move learners on in their learning. Continued monitoring of each learner's progress gives a clear picture of what each learner is doing. It is important that the teacher knows what information has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what learners are doing and informs future planning. The outcomes of our assessments will help learners become involved in raising their own expectations.

Schools' policy on assessment will guide practice in several areas:

- It will lead to successful **personalisation**, in that it will enable the school to build up a unique picture of each learner's strengths and areas for development, enabling the school to offer the right curriculum and the learner to make well informed choices.
- It will enrich **classroom practice** by ensuring that lessons, and the staff/learner interaction, are underpinned by a shared understanding of progression.
- It will support **curriculum planning**: in that awareness of what learners have achieved and are finding difficult should be the starting point for short- and medium-term plans; a broader sense of how learners are responding to what they are being taught should inform the way in which subject and curriculum leaders modify their longer-term plans.
- It will lead to sound **pupil tracking**, through which staff can form a view of both the general progress of individual learners, of their progress in relation to particular targets (for example in IEP or care plans), of their response to particular interventions. This can in turn inform future planning for the individual, as well as reporting to parents, carers, other professionals and Local Authorities.
- It will provide an evidence base for **school improvement**, in that pupil progress in its widest sense should confirm the effectiveness of the curriculum, the impact of school improvement priorities, the contribution of a member of staff.

Principles for good practice

Good assessment practice:

- is based upon clear curriculum intentions;
- plays an integral part in classroom activities;
- is appropriate to the task;
- focuses on learning processes as well as learning outcomes;
- draws on a wide range of evidence;
- involves learners in reflection and review;
- indicates strengths and identifies weaknesses;
- informs about individuals progress.

We will use its approach to assessment to:

- enable learners to understand their strengths and weaknesses, their achievements and their targets, and thus to be actively engaged in their own learning.

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- enable staff to know their pupils well as learners, and to monitor progress and forward plan for both individual learners and groups.
- give staff the language they need to describe achievement and progress, and thus engage in a constructive dialogue with each other, with learners, and with parents and carers.
- give subject and whole-school theme leaders a framework within which they can monitor and evaluate the impact of their schemes of work, the effectiveness of individual teachers that they line manage and the progress made in their subjects and themes.
- give school leaders a comprehensive and accurate picture of achievement and progress across the school, which can inform curriculum planning, self-evaluation and performance management.

As an independent special school, we will also and particularly want our approach to assessment to:

- provide a transparent and evidence based picture of learner progress in relation to behaviour and personal development, which is often if not always the starting point for wider progress.
- describe comprehensively the “baseline” at which learners who join a school start, and based on this chart and report, to parents, carers and Local Authority, the progress made by each learner. This will take into account literacy, numeracy, emotional and cognitive development.
- Help them to compare the progress of learners with their peers both within the school and across schools, and thus form a view on what represents good progress.
- gather together and triangulate the diverse evidence available of learner development; ranging from external examinations to in-class observations; from data on attendance and physical interventions to pupil self-evaluations about attitudes and achievement.
- inform the process and show progress in relation to the statement of special educational need.
- create coherence by drawing together the threads of pupil progress across the “academic” curriculum and the 24 hour curriculum, and by enabling all staff to see academic and personal progress in relation to each other.
- enable all staff who engage with learners to contribute to the learning and assessment process; recognising the influential role of care workers, education support staff and therapy staff alongside teachers.

Rationale

Assessment is an important link in the cycle of planned curricular experiences. Recording achievement is a positive way of identifying learner’s particular strengths and weaknesses through sensitive assessment. Sensitive assessment contributes towards a positive attitude, motivation and a desire to continue making progress. We believe that effective assessment provides information to improve teaching and learning. We give our learners regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each learner. We give parents and carers regular reports on their progress so that teachers, learners and parents are all working together in an ecosystem of happiness to raise standards for all our learners.

By concentrating on the individual the opportunity is taken to ensure that learners experience success and can thereby build on their own self-esteem and motivation. Unless assessment is seen as an integral part of the teaching and learning process, it can easily become an appendage utilising only a fraction of the benefits to be gained. The purpose of this policy is to draw together the many aspects of good practice from both within and from outside of school in a coherent and practical framework. This will enable all assessment activities to have a direct impact on the foci of tracking progress, planning for improvement and raising attainment.

Principles of Assessment:

In order to satisfy the above aims, the Assessment Policy is based on research for effective assessment.

- formal, summative assessment that is planned and conducted on a frequent and consistent basis as a reflective process after completion of a task;

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- a shared understanding between learners and teachers of the criteria which will be used in the assessment of learning;
- learners being involved in this process as part of taking responsibility for their own learning, e.g. in developing their ability to be properly self-critical or in setting realistic targets for their subsequent work;
- teachers using the results of their assessment to set work which challenges and stretches their learners;
- effective planning for teaching and learning which recognises the full range of achievements of all learners by focusing on how they learn;
- recognising assessment as central to classroom practice;
- assessment being regarded as a key professional skill for teachers;
- sensitive and constructive practices because any assessment has an emotional impact;
- taking account of the importance of learner motivation;
- promoting commitment to learning goals and a shared understanding of the criteria by which learners will be assessed;
- providing constructive guidance for learners about how to improve;
- developing the learner's capacity for self-assessment and recognising their next steps and how to take them;
- formative assessment activities will be emphasised as part of school routine; summative activities will be undertaken termly in order to track progress.

Processes – What do we do and when do we do them?

Initial Assessment – stage by stage, in relation to the learner's journey.

On entry to the school and within 2 weeks, a baseline is established which takes into account and/or tests for:

- Education, social, medical history –including prior learning (SATs etc), attendance, exclusions, emotional and social background, any safeguarding issues, agency involvement.
- Any statement of special educational needs or Educational Health and Care Plan
- Current attainment as a minimum in the core subjects of English (reading, writing, speaking and listening), and Maths.
- The learner's own perceptions of their strengths and the barriers they need to overcome.
- Any specialist testing suggested by the above
- WRAT5 if appropriate
- English, Maths and Science assessment
- Gaps sheets are completed

Target setting

The prior attainment of students and baseline testing will be used to band each learner into the following.

Band	Typical Prior Attainment / Key stage 2 test data	Levels in year 7	GCSE Level in year 8	GCSE levels in year 9	GCSE levels in year 10	GCSE levels in year 11	Year 12
Advanced Learner	5a / 6c	GCSE 3	GCSE 5	GCSE 6	GCSE 7	GCSE 8/9	GCSE 9
Higher Learner	5c / 5b / 5a	GCSE 2	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 7
Intermediate Learner	4b / 4a / 5c	GCSE 1	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 6
Foundation Learner	3b / 3a / 4c	Level 4b/4a	GCSE 1/2	GCSE 2/3	GCSE 3/4	GCSE 5	GCSE 5
Entry level Learner	2c / 3b	Level 3a/4c	Below GCSE 1	GCSE 1	GCSE 2	GCSE 4	GCSE 4

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As in all target setting methods, prior attainment guides the expected outcomes, so a higher learner would be expected to achieve a higher grade at GCSE level than a Foundation learner. However, we would expect them to make a similar amount of progress from their starting point. And of course, learners can exceed their targets.

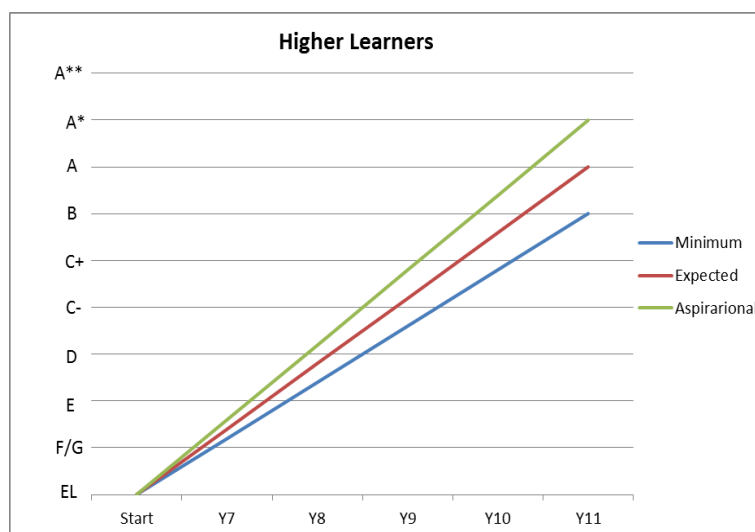
GCSE targets will be based on the new GCSE grading scale of 1 – 9. Typical **Foundation learners** will achieve grade 3 (D) if they reach their minimum target. Grade 4 (C-) if they make good progress and reach their expected target, and grade 5 (C+) if they reach their aspirational target.

Targets will span 3 grades – Minimum, Expected and Aspirational.

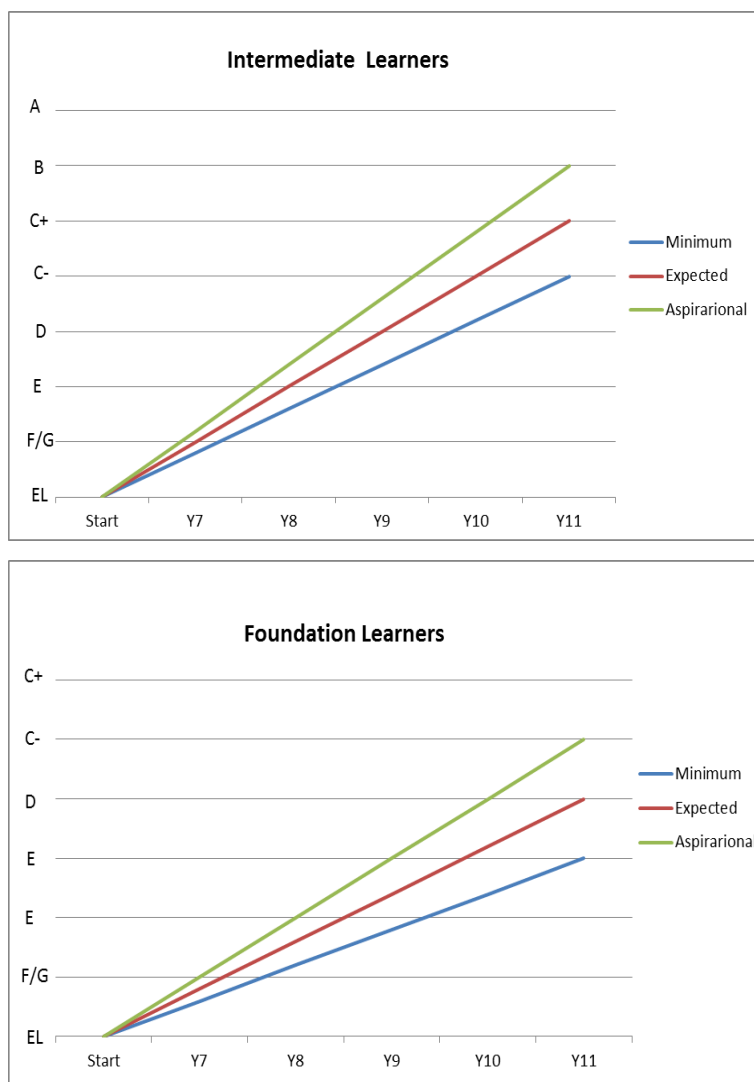
How progress will be judged and tracked with each academic Year

Students will be expected to perform at an assessment grade which is consistent with their prior attainment band as shown in the table.

Band	Assessment Expectations
Advanced Learners	To achieve 'Mastered' on most assessments
Higher Learner	To achieve 'Established' on most assessments
Intermediate Learner	To achieve 'Consolidating' on most assessments
Foundation Learner	To achieve 'Developing' on most assessments
Entry Level Learner	To achieve 'Emerging' on most assessments



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- A plan or plans (ISLP, positive handling and risk assessment) are established which identify priority development issues; sets personal targets for them and says how they will be addressed. These plans are interlinked. They are shared appropriately with parents/carers/LA.
- All staff involved in teaching or support for a learner is made aware of the care and academic needs of that young person, and the targets set for them in both academic and behaviour areas. These targets are linked with the mental health in education assessment, behaviour for excellence assessments and therapy assessments.
- Behaviour and educational targets are assessed and monitored weekly by the student's keyworker. These are reported to parents/carers and shareholders weekly in the form of a report. These establish progress in all areas and monitor any improvements the students make no matter how small.

Special Needs

If a young person is deemed below GCSE level work an alternative qualification in Functional skills is aimed for. The young person will still be graded using mastered, established levels etc. but this will be based on their course outcomes and % of understanding. In the case of students working below these levels we use PIVAT system to monitor progress.

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Sixth form

The sixth form will also be judged using the criteria based on their course content and % of understanding. This will allow us to track progress through the course criteria.

On an **ongoing** basis:

- There is planning for progress that is aligned to the learner's ability
- There are regular reviews of progress through timetabled tutor time, in relation to targets set in terms of both behaviours and learning.
- All staff involved will be expected to contribute, These will lead to either routine updates of plans and targets and where necessary to further assessments and interventions
- A key principle for the ongoing assessment process will be the involvement of the young person.
- There is regular communication to parents and carers of both successes and difficulties

At key moments of **transition** (end year/ annual review, key stage)

- There is a review of progress against targets set and in relation to pupils' ability.
- The review will be comprehensive, covering both learning and behaviour and involving all key staff.
- There is reporting to parents/carers/LA in terms of achievement, behaviour, and what has contributed to or impeded these; together with discussion and agreement about next steps.

Assessment Strategies

The type of assessment we choose to use depends very much on what we want to assess. Assessment will be most accurate where we use a range of approaches that allow us to "triangulate". Amongst the range at our disposal are:

- Observation of learners engaged in a task
- Learner self-assessment or peer-assessment: perhaps based on an assessment checklist or a "ladder" of progression in the form of success criteria for a given objective.
- One-to-one questioning of individual learners either during the course of an activity or at the end of a period of learning (e.g. end of a module).
- Questioning of the class during an activity
- Review of learning with a class or group – for example in a plenary session at the end of a lesson
- Marking of learners' ongoing work.
- Periodic tests or examinations.
- Electronic tests including on-line.

For assessment as outlined above to be successful and worthwhile certain other features need to be in play. These include:

- Effective tracking of progress through subjects and personal development (taking account of classroom behaviour, response, attendance and punctuality).
- Planned opportunities for moderation within and across subjects and with partner schools, based on systematically collected evidence.
- Long-term planning for the subject or aspect of learning will be clear about what we are assessing against: what strands of progression or assessment focuses are there; what are the steps of progression in relation to those strands of focuses.
- Short- and medium term planning will identify what aspects of learning are to be assessed in a particular lesson or group of lessons. AFL grids are used against these to give an overview of progress and gaps.

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- Emotional, social and behavioural development will be a key focus, with a shared understanding of what this means. (The QCA document “Supporting School Improvement: Emotional and Behavioural Development” will provide a model)

Teacher and Pupil Formative in-class assessment

As part of our on-going assessment in class, teachers and learners self-assess their own learning against set criteria for each lesson, with which the terminology stems from the Early Years Foundation Stage.

- Emerging** – Beginning to show signs that basic concepts are understood although much more work is needed
- Developing** – Basic concepts are understood although support may be needed
- Securing** – Learners have understood concept and are now ready for a new challenge
- Showcasing** – Learners can apply learning to new task and make connections to previous learning
- Mastering** – The learning is very secure and learners can support others or use higher level skills within their work

Descriptor		
• Emerging	Beginning to grasp some of the main ideas and skills in a unit of work although much more work is needed	0 -25%
• Developing	Grasped some of the main ideas and skills in a unit of work, others require development; may still need support	26% - 59%
• Consolidating	Grasped most of the main concepts and skills in a unit of work, and is now ready for new challenges.	60% - 79%
• Established/ secure	Has a secure understanding of the main concepts and skills when applied to familiar contexts; make connections with prior learning.	80% - 89%
• Mastered	Has a secure understanding of the main concepts and skills when applied to unfamiliar contexts.	90% and above

Summative Assessment

Summative assessments will be undertaken and use the following tests:

- Year 8 to 9** – ‘End of Unit’ or half term tests in all subject areas; regular spelling tests in English, regular arithmetic tests. Ongoing teacher assessment.
- Years 10 to 11** – Regular ‘End of Unit’ tests to comply with the syllabus of the specific GCSE Examination Board being studied. GCSE examinations held in May/June of Year 11 or Year 10 as appropriate for individual pupils Assessed Practical or Controlled Assessments dependent on course specification. Functional skills exams in November and June. Ongoing teacher assessments. BTEC assessments carried out throughout the course.
- Years 12 to 13** – Regular end of module tests in the curriculum areas being studied. AS or A2 module examinations in May/June as specified by the specific syllabus of the Examination Board being used. Other formal examinations or qualifications as outlined in our programme of enrichment activities or University courses being applied for.

Assessing pupil progress

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		Previous GCSE	New GCSE	Year 7	Year 8	Year 9	Year 10	Year 11	PIVATS	Functional skills	BTEC	
1	100%+	A**	9									
2	95-99%	A*	8									
3	90-94%	A	7									
4	85-89%	B	6	8a	8a	8a	8a	8a				
5	80-84%			8b	8b	8b	8b	8b				
6	75-79%			8c	8c	8c	8c	8c				
7	70-74%			8d	8d	8d	8d	8d				
8	65-69%			8e	8e	8e	8e	8e				
9	60-64%			8f	8f	8f	8f	8f				
10	55-59%			8g	8g	8g	8g	8g				
11	50-54%			8h	8h	8h	8h	8h				
12	45-49%			8i	8i	8i	8i	8i				
13	40-44%			8j	8j	8j	8j	8j				
14	35-39%			8k	8k	8k	8k	8k				
15	30-34%			8l	8l	8l	8l	8l				
16	25-29%			8m	8m	8m	8m	8m				
17	20-24%			8n	8n	8n	8n	8n				
18	15-19%			8o	8o	8o	8o	8o				
19	10-14%			8p	8p	8p	8p	8p				
20	5-9%			8q	8q	8q	8q	8q				
21	0-4%			8r	8r	8r	8r	8r				
22				8s	8s	8s	8s	8s				
23				8t	8t	8t	8t	8t				
24				8u	8u	8u	8u	8u				
25				8v	8v	8v	8v	8v				
26				8w	8w	8w	8w	8w				
27				8x	8x	8x	8x	8x				
28				8y	8y	8y	8y	8y				
29				8z	8z	8z	8z	8z				
30				8aa	8aa	8aa	8aa	8aa				
31				8ab	8ab	8ab	8ab	8ab				
32				8ac	8ac	8ac	8ac	8ac				
33				8ad	8ad	8ad	8ad	8ad				
34				8ae	8ae	8ae	8ae	8ae				
35				8af	8af	8af	8af	8af				
36				8ag	8ag	8ag	8ag	8ag				
37				8ah	8ah	8ah	8ah	8ah				
38				8ai	8ai	8ai	8ai	8ai				
39				8aj	8aj	8aj	8aj	8aj				
40				8ak	8ak	8ak	8ak	8ak				
41				8al	8al	8al	8al	8al				
42				8am	8am	8am	8am	8am				
43				8an	8an	8an	8an	8an				
44				8ao	8ao	8ao	8ao	8ao				
45				8ap	8ap	8ap	8ap	8ap				
46				8aq	8aq	8aq	8aq	8aq				
47				8ar	8ar	8ar	8ar	8ar				
48				8as	8as	8as	8as	8as				
49				8at	8at	8at	8at	8at				
50				8au	8au	8au	8au	8au				
51				8av	8av	8av	8av	8av				
52				8aw	8aw	8aw	8aw	8aw				
53				8ax	8ax	8ax	8ax	8ax				
54				8ay	8ay	8ay	8ay	8ay				
55				8az	8az	8az	8az	8az				
56				8ba	8ba	8ba	8ba	8ba				
57				8bb	8bb	8bb	8bb	8bb				
58				8bc	8bc	8bc	8bc	8bc				
59				8bd	8bd	8bd	8bd	8bd				
60				8be	8be	8be	8be	8be				
61				8bf	8bf	8bf	8bf	8bf				
62				8bg	8bg	8bg	8bg	8bg				
63				8bh	8bh	8bh	8bh	8bh				
64				8bi	8bi	8bi	8bi	8bi				
65				8bj	8bj	8bj	8bj	8bj				
66				8bk	8bk	8bk	8bk	8bk				
67				8bl	8bl	8bl	8bl	8bl				
68				8bm	8bm	8bm	8bm	8bm				
69				8bn	8bn	8bn	8bn	8bn				
70				8bo	8bo	8bo	8bo	8bo				
71				8bp	8bp	8bp	8bp	8bp				
72				8bq	8bq	8bq	8bq	8bq				
73				8br	8br	8br	8br	8br				
74				8bs	8bs	8bs	8bs	8bs				
75				8bt	8bt	8bt	8bt	8bt				
76				8bu	8bu	8bu	8bu	8bu				
77				8bv	8bv	8bv	8bv	8bv				
78				8bw	8bw	8bw	8bw	8bw				
79				8bx	8bx	8bx	8bx	8bx				
80				8by	8by	8by	8by	8by				
81				8bz	8bz	8bz	8bz	8bz				
82				8ca	8ca	8ca	8ca	8ca				
83				8cb	8cb	8cb	8cb	8cb				
84				8cc	8cc	8cc	8cc	8cc				
85				8cd	8cd	8cd	8cd	8cd				
86				8ce	8ce	8ce	8ce	8ce				
87				8cf	8cf	8cf	8cf	8cf				
88				8cg	8cg	8cg	8cg	8cg				
89				8ch	8ch	8ch	8ch	8ch				
90				8ci	8ci	8ci	8ci	8ci				
91				8cj	8cj	8cj	8cj	8cj				
92				8ck	8ck	8ck	8ck	8ck				
93				8cl	8cl	8cl	8cl	8cl				
94				8cm	8cm	8cm	8cm	8cm				
95				8cn	8cn	8cn	8cn	8cn				
96				8co	8co	8co	8co	8co				
97				8cp	8cp	8cp	8cp	8cp				
98				8cq	8cq	8cq	8cq	8cq				
99				8cr	8cr	8cr	8cr	8cr				
100				8cs	8cs	8cs	8cs	8cs				

Note: This table is for illustration purposes only. It is unlikely that progression through GCSE grades will be as linear as this, but it is our intention that the curriculum and corresponding assessment are mapped to GCSE grades.

Roles and Responsibilities

The headteacher and senior leadership will:

- Have overall responsibility for the monitoring and evaluation of pupil progress and achievement
- Monitor regularly the school processes for assessing pupil performance
- Ensure that judgements about assessment are regularly made, moderated and recorded, and that evidence of pupil achievement is kept both at the individual pupil and subject level.
- Report regularly to Cambian Group Education Department on pupil performance
- Ensure that Local Authorities, parents and carers receive timely reports on pupil achievement
- Ensure that all pupils have identified Keyworker who can work with them on a timetabled basis to review progress and plan ahead.

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- Chair Annual Reviews

The **SENCO** (or senior leader with SENCo responsibilities) will:

- Carry out or arrange for an initial baseline assessment of all pupils, and for periodic objective assessments.
- based on that assessment and on subsequent reviews, work with education and care staff to develop ISLPs and other plans that inform classroom teaching and interventions, and approaches to care.
- For pupils who require additional support, produce, disseminate and monitor the impact of a learning support plan.
- Enable regular reviews against targets set in ISLPs and other plans, which take into account the range of evidence available of academic and personal progress, and which engage teachers, support staff and care staff.
- Arrange for regular reports on pupil progress, feeding into the statutory annual review process. This should include a pupil contribution.

Subject leaders will:

- Ensure baseline assessments are in place for all pupils in their subject areas.
- Gather gap information.
- Moderation with another school yearly.
- Build assessment into their schemes of work. Build assessment into their planning through success criteria.
- Moderate teacher assessments where more than one member of staff is involved.
- Supervise the assessments of teachers (where more than one teacher is involved).
- Use subject assessments to inform their short-, medium- and long-term planning.
- Contribute to ISLP reviews.
- Prepare a termly report on pupil progress across the subject

Class teachers /Instructors will:

- Ensure assessment underpins all lessons, with transparent objectives, feedback to learners, and effective plenary review.
- Give pupils opportunities to reflect on their learning and understand what progression means in that subject.
- Offer regular written feedback which is positive, explicit about what has been achieved and about next steps.
- Monitor and evaluate pupil progress in their subject/class, using this as the basis for planning of future learning
- Monitor and evaluate pupil progress in the classes they are responsible for, working with subject leaders to use the findings to inform planning
- Be aware of and assess both academic and personal progress
- Report on pupil progress in ISLP reviews or reports.
- Weekly input into the education in mental health assessment
- Half termly AFL grids and gap evaluation.

Support staff: will:

- Be aware of the learning plan for the lesson and their specific role within the lesson, e.g. working with a target group or specific individuals.
- Be aware of the assessment objectives for the group or individual that they are working with.
- Record pupil performance in the lessons, as directed by the teacher, for later discussion and planning for learning.
- Be aware of and assess both academic progress and personal progress (including progress in relation to behavioural targets).
- Contribute actively to periodic reviews of progress for learners.

Keyworker will:

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- Initiate initial assessment
- Complete pen portrait
- Complete induction paperwork
- Monitor the ISLP document
- Hold weekly meetings with student and evaluate targets
- Contribute actively to periodic reviews of progress for learners.
- Complete weekly report to parents and carers

External support staff will:

- Contribute to the baseline/admissions/referral process, and take the lead on diagnostic assessment in relation to any therapeutic matter
- Play a part in the target setting process, and offer guidance to other staff on how they can support any therapy related target.
- Conduct clinical interviews and assessments of pupils' presenting psychological problems and carry out psychological risk assessments as need arises
- Conduct appropriate observation assessments in class, house units, trips, gym and other living-learning settings and occasionally with primary caregivers
- Contribute to regular integrated reviews offering their perception of progress and associated evidence.
- Provide reports to, and be part of the annual review process.

Pupils will:

- Be able to offer their own views of progress when they join school and at reviews.
- Know what their own targets for development are and understand how they are going to work towards them.
- Play an active part in assessing themselves and each other during lessons and at the end of modules of work.
- Be ready to discuss with identified staff their achievements, difficulties and attitudes to learning.
- Make their statutory contribution to the annual review process.

Parents and Carers will:

- Respond to periodic reports provided by the school, sharing their perceptions of progress made and areas for development identified.
- Be aware of key targets for development set through the annual review process, and contribute as actively as possible.

Local Authorities should:

- Provide as much relevant information as possible of the learner's prior attainment, background, learning and behavioural difficulties, as they join the school.
- Play an active part in periodic reviews of progress.
- Be ready to facilitate additional support (e.g. CAMHS) where this is called for by the review process.

Recording

At our school we recognise that we are required to keep updated records of pupils' achievements. The primary purpose of record keeping is formative but it also provides the basis for report writing and parent consultation sessions.

- Information tracking: the Teacher Assessments and summative reports for each pupils are recorded and shared as appropriate with the Head, Deputy Head, relevant staff and parents/carers.
- Class teachers will keep weekly/half term test results in relation to spelling tests and end of unit tests etc.
- Subject teachers in the school will keep regular results of tests and homework.

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- Pupils' work is assessed in relation to the attainment targets in the GCSE subjects. All assessments should give a clear illustration of a teacher's decisions about the overall attainment. Teachers will review work done in a variety of contexts. It is unlikely that a statement of attainment will be reached during one piece of work. Where pupils' achievements have been demonstrated through discussion and other forms of oral work and other less tangible activity, teachers' notes will be evidence of attainment.

Feedback to Pupils

We use a range of strategies to feedback to pupils both verbally and written. Please refer to marking policy.

Feedback Reporting to Parents/guardian

We have a range of strategies that keep parents/guardian/carers fully informed of their child's progress in school which include:

- Weekly progress report
- Termly reports
- Handover at the end of the day
- PEP / CQC reports.
- EHCP reviews

We encourage parents/carers to contact the school if they have concerns about any aspect of their child's work. Parents/carer need to feel involved and informed about progress and to feel confident about the procedures established by the school.

Written feedback to parents – outline of reporting procedures and how we report

A weekly report is sent to Parents and carers that show how each student is performing against targets and what they have achieved that week.

In addition there is a formal written report from each subject teacher to inform parents/carers of their child's progress based on continuous formative assessment. The report will comprise constructive feedback indicating strengths and the way forward for any recognised weaknesses. These reports are phased across the academic year to tie in with key educational milestones.

Student Data

The grid summarises a student's performance across the full range of subjects:

Target and Assessment

Assessment Tracker			As of: 05/03/2018												
Subject	Initial Ass	Autumn 1	Progress	Autumn 2	Progress	Spring 1	Progress	Spring 2	Progress	Summer 1	Progress	Summer 2	Targets	Overall Progress	Age related
Maths GCSE	Cons 3	Cons 3	0	Cons 2	1	Est 3	2	N/A	0	N/A	0		Con 1	3	
English GCSE	Cons 3	Cons 3	0	Con 1	2	Est 2	1	N/A	0	Unass	0	Em 1	Con 1	3	
Art	Em 3	Em 3	0	Em 3	0	Em 2	1	Em 2	0	Em 2	0		Dev 2	1	
Physiology	Em 3	N/A	0	N/A	0	N/A	0	Em 3	0	Em 1	2	Em 1	Dev 2	2	
Music	Dev 3	Dev 1	2	Dev 1	0	Con 3	1	Con 1	2	Est 1	3	Est 1	Con 3	8	
PE	Em 3	Em 3	0	Em 1	2	Em 1	0	Dev 2	2	Dev 1	1			5	
Total Progress														19	
Average														#DIV/0!	
GAPs Achieved %															
Attendance %	57%	57%	0	68%	11	62%	-5	61%	-1	45%	16			0.59%	
SDQ - Student (Total Difficulties)	30	30	0	N/A	0	N/A	0	N/A	0	31	1			30.5	
SDQ - Staff (Total Difficulties)	18	18	0	N/A	0	N/A	0	N/A	0	23	5			20.5	
Emotional literacy	171	171	0	N/A	0	210	39	196	-14	196	0			193.25	
Mental health in Education	21	21	0	28	7	24	-4	21	-3	14	-7			21.6	
Wrat scores															

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The grid shows areas for concern quickly and is easy to read by teachers, pupils, parents, carers and guardians. This will be generated and sent out to the pupils regularly through the year so they are aware of their own areas of concern.

Special Educational Needs and Disabilities

Pupils who experience challenges in accessing the taught curriculum may have the assessment modified to accommodate their need. This will not affect the outcome or marking procedure. Accommodations will vary and be at the discretion of the teacher. Where the pupil has an educational psychologist's evaluation, the recommendations may be followed in whole or in part with the full agreement of parent.

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